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ABSTRACT

This curriculum consists of three modules designed to provide AmeriCorps members with a foundation for learning conflict resolution skills. A trainer's guide identifies training goals, defines terms, and describes curriculum structure and delivery, training format, trainer's role, and follow-up. Modules I and II each require about 9 hours and Module III, about 12 hours. Each module consists of 2 or 3 sections, each containing 3-15 activities. Components of each activity are as follows: prerequisite, objectives, time, format, materials list, introduction, summary, follow-up, and worksheets or handouts. Module I addresses conflict at the personal level--the dynamics that occur within oneself when one is confronted with a difficult situation. It guides participants to look within first when dealing with a conflict to find information useful in creating an effective plan to resolve it. Module II focuses on conflict at the interpersonal level. Emphasis is on attitudes, skills, and behaviors to use with others. Module III provides concepts and tools to assist participants in working effectively and collaboratively within a group. It also teaches about conflicts that occur between groups and ways to encourage collaborative resolution of conflicts. A resource guide lists 28 organizations, 11 publication sources, 92 books, 4 periodicals, and 7 videos. A participant's workbook contains introductions to the modules, handouts and worksheets, and an abbreviated resource guide. (YLB)

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ED 410 473

FACE TO FACE

Resolving Conflict Without Giving In Or Giving Up

Curriculum for AmeriCorps and the Corporation for National Service

AMERICORPS ★ NATIONAL SERVICE

National
Association for
Community
Mediation

CE074677

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of thoughtful, committed citizens
can change the world; indeed,
it's the only thing that ever has."

- Margaret Mead

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FACE TO FACE

Resolving Conflict Without Giving In Or Giving Up

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Trainer's Guide

I. Introduction

A. Conflict In Our Lives

Conflict is a normal, inevitable part of life. As long as we are alive and feeling, thinking, questioning, and making decisions, we will encounter conflict. Some of these conflicts will be focused within ourselves; other conflicts will occur in the context of a relationship with another person; and some conflicts will arise when lots of people interact — either within one group, or between two or more groups.

The conflicts we face each day may be small and passing, or of great import and drawn out. We are just as likely to have conflicts with people we like as with those we don't like; and we probably have as many conflicts with people who are like us as we do with those who are not like us. Some conflicts we can see coming; other conflicts come up seemingly unexpectedly. In short, our ability to deal effectively with conflict is tested constantly throughout our lives, and the effects of conflict on our lives can be enormous.

B. Why Learn Conflict Resolution Skills?

It makes sense that we would want to maximize our ability to resolve conflicts in a satisfying way. Yet few of us receive formal preparation for or education in resolving conflict effectively. The way we approach conflict or behave in a conflict is based on a lifetime of individual experiences, including what we have been taught; our environment; our (perceived) strengths, power, and vulnerability; the behavior of those around us and/or those we admire; and the successes and failures of different strategies we have seen or tried.

The way we deal with conflict is often an automatic reflex, an unconscious choice, a strategy based on fear (what will happen if I don't do the right thing?), confusion (what did she mean by that?), mistrust (I'd better look out for my interests because he's only looking out for himself), or survival (if I challenge the way things are, I'd have to suffer the consequences). When conflict evokes strong feelings in us, we act in response to those feelings, and may not apply the same thoughtfulness and skills to resolving a conflict as we would when listening to a close friend.

Is it any wonder, then, that dealing with conflict is not often a safe and positive learning experience for many people?

C. A New Approach to Conflict

The premise that underlies this curriculum is that we all can approach conflict in a thoughtful, constructive way, which will produce satisfying, positive results, not only for ourselves, but for those around us. This approach is *effective, collaborative, and constructive conflict resolution.*

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If we have not often experienced conflict in this way, we will have to make some changes in our conflict habits and attitudes in order to achieve these positive results. As Danaan Perry, author of *Warriors of the Heart*, says, "Change occurs right at the edge of your comfort zone." Learning new ways to deal with conflict may be uncomfortable at times, and scary at others. Integrating new ways of resolving conflict into our lives will take time.

Why, then, should we change our approach to conflict? Since change will require motivation, effort, time, discomfort, and trust, wouldn't it just be easier for us to continue doing conflict business as usual?

D. Change Is Good!

The answer to this question lies within each of us. For those of us who are satisfied with the way we presently deal with conflict, there may not be much motivation to change. But for those of us who are not satisfied with the effects conflict has on our lives and are looking for a better way to deal with conflict, now may be the time to learn and to try something different.

In this curriculum are concepts, skills, and processes for resolving conflict that may be different from "business as usual." We hope the participants will listen with open minds and open hearts, and experiment with the skills and activities. Those participants who already have effective, constructive ways of dealing with conflict can benefit by receiving reminders about what they know and support for what they do. The more experienced participants can also assist with the learning of others.

E. Goals of Training

The curriculum is designed to train AmeriCorps members in new ways of looking at and responding to conflict situations, whether in their service projects, in their community, or in their personal lives. The activities in the curriculum offer participants increased awareness of conflict dynamics and skills for implementing behavior changes. We believe that if AmeriCorps members better understand and resolve the conflicts they encounter in their lives, the result will be improved personal effectiveness and organizational performance, and community empowerment.

Specifically, by participating in this training, AmeriCorps members will:

1. increase their awareness of the effects of conflict on their lives;
2. identify achievable goals in changing their conflict attitudes and behaviors;
3. identify feelings, interests, and power resources of those in a conflict;
4. deal effectively with their own and others' anger;

5. send and receive information effectively in a conflict;
6. identify effective solutions to conflicts;
7. build relationships that can withstand differences and conflicts;
8. make a commitment to employing constructive, collaborative strategies in a conflict.

F. Definition of Terms

Since the focus of this curriculum is on effective, collaborative, constructive conflict resolution skills and processes, let's define some of these terms.

1. **Conflict resolution** means settling or solving a disagreement between two or more people. In the curriculum, we may also use the phrases "conflict-solving," "problem solving," or "resolving a conflict " interchangeably. We tend to avoid the term "conflict management," as it can be interpreted as keeping a lid on a conflict, or smoothing things over, while not actually solving or settling the issues.
2. **Effective** conflict resolution addresses the *root issues* of the conflict. Most conflicts are about people trying to get things that they need or want and coming up against obstacles in that effort. So to resolve a conflict effectively, each person must identify what s/he is trying to get ("interests" or "needs") and seek creative solutions to meet those interests. If those interests are not met, the conflict will recur.
3. **A collaborative** approach to conflict between two or more people means that the interests of each of those involved are communicated clearly to one another and understood, and that all these interests are valued. Collaborative conflict resolution values each party equally and seeks a resolution that is satisfying to each party, not just one.
4. **Constructive** conflict resolution aims at solutions that will make the situation *better* in the future, not worse. In conjunction with the collaborative element, these solutions should make things better for *each* party involved, not just one.
5. **Negotiation** is another term which may refer to the conflict resolution process between two or more people. We use negotiation to mean that the parties themselves are communicating directly with each other about their interests and trying to reach an agreement.
6. **Mediation** is an effective, collaborative, constructive conflict resolution process where there is a neutral third-party helper (a mediator), who facilitates the process between disputing parties. (Mediation training for interpersonal disputes is not covered in this curriculum,

even though many of the skills and processes contained herein are utilized in mediation.)

7. **Meeting or Group Facilitation** is assistance provided to a group in planning and conducting meetings, focusing on communication, problem-solving, decision-making, and conflict resolution processes. Effective facilitation can be provided by a member of the group or an outsider, as long as the person is neutral, skilled, and acceptable to the group.

G. Power in Conflict

In some conflicts, we may perceive ourselves as not having as much "power" as the other person. That power imbalance may seem to dictate a particular outcome to the conflict (i.e., the person with "more power" will win, the "less powerful" person will lose). Another underlying premise of this curriculum is that there are, in fact, many different kinds of power resources which all individuals have and can use to achieve their goals, even in a seemingly power-imbalanced situation.

Power exists at different levels, as well, and can impact conflict at any of these levels:

1. **Personal power** is a sense of being able to make choices about one's life and an awareness of how one's actions and thoughts impact one's life.
2. **Interpersonal power** is the ability to influence another person. Although all individuals have personal power, it is often the *perception* of power that allows one person to exert more influence over another. This perception of power may be based on personality, role, job status, class, race, ethnicity, gender, age, physical ability, or sexual orientation. The interpersonal power balance may be tipped by how much each person understands, respects, and appreciates the other in relationship to her/himself.
3. **Institutional power** is the ability to impact a system. Systems are made up of people. Therefore, a system can be changed by an individual exerting interpersonal power over other individuals to reach a critical mass for change, or by a group of people with a common goal influencing an individual who is perceived to have more power.
4. **Cultural power** refers to the desire to have and use power, which is connected to the values, beliefs, and rewards that cultural or social norms have placed on power.

The key then is first, to identify the power one does have in a conflict, and then, to use it in the effective, collaborative, constructive conflict resolution process. Power, of course, can be used in other ways (e.g., selfishly, destructively, etc.); however, we are including it in the curriculum in the context of the conflict resolution values we have outlined above.

H. Choices in Conflict

Just as each of us has some power in a conflict, each of us has choices in a conflict. We can choose which approach we will take, how we will act, what we will say, and even how we think about or interpret the conflict.

If we want to use the conflict resolution process outlined in this curriculum, at each step of the conflict, we must make a conscious choice to think and act in an effective, collaborative, constructive way. We may not be able to control what choices others make, but we can make choices for ourselves. And if we don't act or think collaboratively or constructively, that too is a choice.

Recognizing that we have choices and making choices are forms of power. Along with power comes responsibility: I choose how I think and act, and I am responsible for the results.

This curriculum presents opportunities for participants to recognize and increase their power and choices in conflicts. Exerting power and making choices facilitate an effective, collaborative, constructive conflict resolution process that can result in lasting, satisfying, and positive results.

I. Cultural Lenses

Certainly the effectiveness and acceptability of any approach to conflict resolution are affected by the values or norms of the culture in which the conflict exists. There are cultures both within the United States and elsewhere in which the collaborative approach described in this curriculum may not be effective nor accepted. This approach is based on certain values and experiences which may not be applicable or transferable to every conflict. We offer the collaborative approach as one model — one way to view conflict resolution — to be considered in light of the particular circumstances, values, and needs of the parties involved in a dispute.

There is a selection of resource materials on conflict and culture in the Resource Guide.

II. Curriculum Structure

The curriculum consists of three modules that provide a foundation for learning conflict resolution skills. *Modules I and II* each contain approximately *nine* hours of training activities. *Module III* is longer: the first section requires approximately *seven* hours and the second section, *five* hours.

A. Module I: Personal Strategies for Conflict

Module I addresses conflict at the *personal* level: the dynamics that occur within our individual selves when we are confronted with a difficult situation. This module guides participants to look *within* first when dealing with a conflict, in order to find information that will be useful in creating an effective plan to resolve it.

Activities in Module I cover:

- definitions of conflict
- early conflict experiences and messages
- the impact of social and cultural influences on conflict
- present behaviors in and attitudes about conflict
- the phases of the conflict cycle
- conflict resolution styles or approaches
- individual sources of power in conflict
- the impact of values and goals on choices in conflict
- identification of feelings
- dealing effectively with one's own anger
- identification of interests
- personal goals for improving conflict behavior

Module I is a must for participants who have had no introduction to conflict resolution. For groups who have had at least some of this introductory material, the activities in this module may still be useful for review, reinforcement, and clarification of concepts and skills.

B. Module II: Interpersonal Strategies for Conflict

Module II builds on the material introduced in Module I by focusing on conflict at the interpersonal level. The emphasis here is on attitudes, skills, and behaviors to use with the other individual we're in conflict with. Like Module I, Module II provides an effective, constructive, collaborative approach to resolving a conflict.

Activities in Module II cover:

- strategies that escalate or de-escalate conflict
- levels of trust
- similarities and differences in values, cultural and social influences, and behaviors between the individuals in the conflict
- power imbalances
- a step-by-step negotiation process
- anger management
- conflict analysis and planning
- communication skills (sending and receiving information effectively)
- identification of solutions
- personal goals for improving conflict resolution in a relationship

To maximize the impact of Module II, participants should have been exposed to the concepts in Module I particularly:

- social and cultural influences
- the conflict cycle
- conflict styles
- interests
- the conflict resolution planning process

C. Module III: Strategies for Resolving Intragroup and Intergroup Conflict

Module III builds upon the material on personal and interpersonal conflict resolution material in Modules I and II. Module III provides concepts and tools to assist participants in working effectively and collaboratively within a group; e.g., as members of teams, committees, task groups, councils, and boards of directors. It also teaches particpants about conflicts that occur between groups and ways to encourage the collaborative resolution of such conflicts.

Activities in Module III cover:

- the benefits and challenges of working in groups
- how group process, group structure, and organizational support affect group effectiveness
- tools for planning and conducting effective meetings
- meeting facilitation techniques
- intergroup conflict escalation analysis

- behaviors to slow or reverse intergroup conflict escalation
- initial interventions into an intergroup conflict
- factors that affect the effectiveness of a third party intervenor
- AmeriCorps member role in intergroup conflict resolution

To maximize the impact of Module III, participants should have been exposed to concepts in Modules I and II, particularly:

- conflict styles
- interests
- communication skills (sending and receiving information effectively)
- the 8-step conflict resolution process

D. Other Materials

A *Resource Guide* at the end of this curriculum provides information on books, periodicals, and organizations in many areas and levels of expertise in conflict resolution.

The *Participant's Workbook* contains introductions to Modules I, II, and III as well as handouts and worksheets which participants will use for the training and an abbreviated resource guide. Each participant will get a workbook which they may keep.

III. Curriculum Delivery

A. Schedule Flexibility

Each entire module contains approximately nine hours of training activities. The times given for each activity are based on an estimated group size of 35; however, the size, experience, and motivation of your group will determine how long each activity takes. *Know your group and plan to be flexible!*

A module does not have to be presented all at once but may be broken into the time units that will work best for the group (e.g., three separate 3-hour workshops to cover Module I; a 3-hour workshop followed later by a 6-hour workshop to cover Module II; or two five-hour workshops to cover Module III).

We would recommend, if you are breaking up the modules, that all the material be covered within a reasonably short period of time (e.g., within a month), to insure continuity.

B. Training Options

We want your group to have the training package that is the most suited and useful to its own needs and experience. Therefore, trainers have several options for creating a training package for a particular group:

1. Each module may be taught in its entirety in sequence.
2. Trainers may select only the sections or activities from each module that best fit the needs, experience, and style of a particular group, which may affect the length and pace of the training. For example, some groups enjoy theoretical and analytical activities; others need a lot of physical activities; some groups have already had anger management workshops, so they may not need the activities on anger. We have noted any prerequisites for each activity to insure that they are not presented out of context.
3. Trainers may select sections or activities from the modules and integrate their own activities.

We cannot emphasize enough the importance of pre-training assessment and planning for a group to determine what training package will meet its needs.

C. Needs Assessment

Conflict resolution education has the greatest impact on its audience if the material is geared as specifically as possible toward the needs and experience of the participants. NAFCM trainers, AmeriCorps staff, and AmeriCorps members should collaborate before any training is done to assess:

1. What do the participants already know?
2. What do the participants want to know?
3. What do staff think participants need to know?
4. What specific situations might the participants encounter that could be integrated into the activities as examples or role plays?

We have included here samples of a pre-training needs assessment survey for staff, as well as a member survey that can be used not only as a needs assessment, but also as a pre-test. A sample post-test survey is included in the curriculum at the end of Module II.

The pre-training surveys should be distributed, completed, and returned prior to finalization of your training package.

AmeriCorps Staff Survey

Conflict Resolution Needs Assessment

1. Please characterize the conflict resolution training your members have already had:

Topic	How much Training			When	Member Skill Level		
Nature of Conflict (definitions, cycle, etc.)	<2h	2-4h	>4h		low	medium	high
Conflict Resolution Styles	<2h	2-4h	>4h		low	medium	high
Social/Cultural Influences	<2h	2-4h	>4h		low	medium	high
Anger Management	<2h	2-4hv	>4h		low	medium	high
Interests/values	<2h	2-4h	>4h		low	medium	high
Conflict Analysis	<2h	2-4h	>4h		low	medium	high
Interpersonal Negotiation	<2h	2-4h	>4h		low	medium	high
Listening	<2h	2-4h	>4h		low	medium	high
Giving Effective Messages	<2h	2-4h	>4h		low	medium	high

2. How often do/might members encounter interpersonal conflicts at the service project?

____daily ____weekly ____occasionally ____rarely

3. Which strategies do members use most often to deal with conflicts?

____confront ____avoid ____give in ____collaborate ____ask staff member

4. What kinds of conflict situations might members encounter?

5. Which conflict resolution skills would you like to see members improve on?

6. How could conflict resolution skills be integrated long-term into daily service?

AmeriCorps Member Survey

Conflict Resolution Needs Assessment

1. How often do you encounter conflicts with other people at your service project?

   ____ daily ____ weekly _____ occasionally _____ rarely

2. How do you usually handle conflicts?

   _____ confront _____ avoid _____ give in

   _____ work it out with other person _____ ask staff member for help

3. Have you already had some conflict resolution training? When was it? What did you learn?

4. What kinds of conflict situations might you encounter in your service project?

5. What conflict resolution skills would you like to improve?

6. In a conflict resolution workshop, what would be most useful for you to learn?

7. How could you, other members, and staff practice good conflict resolution skills on a regular, long-term basis?

8. What was the best workshop you ever went to (on any topic)? What made it so good?

IV. Training Format: Experiential Learning

This curriculum is based on experiential learning methodology: the idea that trainers can facilitate the most effective learning by involving the participants actively in the learning process. In other words, people learn best by doing. There are several stages in this methodology, and trainers should include them in each of the activities.

A. Setting the Environment

Trainers set the environment for effective learning even before participants walk in the door. Participants should feel welcome and clear about what they will get at this training session. Additional practical considerations for setting an effective training environment follow in section V.

Here are some elements for establishing a welcoming and supportive atmosphere that is conducive to learning:

1. **Create an informal environment.** This helps the participant relax and become more open to new skills and concepts. For example,
   - **Names.** Ask participants what they prefer to be called. Name tags allow participants and trainers to call each other by name more easily.
   - **Seating.** Set up a seating arrangement where all participants and trainers can see each other's faces (e.g., a circle). This applies both to large group and small group activities.
   - **Icebreakers** (verbal, non-verbal, or physical) can provide stimulation, laughter, and energy at different parts of the day.

2. **Value the experience of the learner.** Participants come to a training session with a wide variety of experiences, values, and perspectives. They will leave the training and go back to their own particular circumstances. The trainer must, therefore, acknowledge the validity and usefulness of the learner's experience and circumstances in the learning process. In a sense, each participant is the expert on his/her own experience and circumstances. The trainer's role is to facilitate learnings that will make sense to the participant; those learnings will come from the participant, not the trainer. For example:
   - **Encourage questions**. Discussions generated from participants' questions are often more informative than formal lectures.
   - **Reflect participants' responses,** so they know they have been heard, and to clarify information for other participants.
   - **Writing down participants' responses** on newsprint may give them an

additional sense of validation or value, and posting the pages on the walls may provide a sense of the group's progress.

- **Involve everyone in some way.** Some participants feel uncomfortable speaking in the large group; pair or small group activities can allow for more comfortable participation.

3. **Respect other perspectives.** In order to establish and maintain trust and openness, the participants and trainers should agree to respect opinions and experiences which may be different from their own.
   - Trainer should help the group set *norms or guidelines* at the beginning of the session (see section V, E below).
   - Trainer must also *model respect* for differing opinions. It may be tempting to try to "enlighten" someone who thinks conflict resolution is dumb, but the more effective way for a trainer to handle such a comment is to acknowledge (truly, and not in a patronizing way) that the point of view is true for that person, and to gather more information about why the person feels that way. The trainer can also throw negative or inappropriate comments back to the group, and ask for other points of view.
4. **Model, model, model.** As stated previously, the trainer must model the attitudes and behavior s/he is promoting, not just demonstrate them at the appropriate time in a particular activity, but in real life throughout the training, in every interaction with the group or individuals in the group.

B. Providing Cognitive Instruction

The cognitive instruction (i.e., lecture or providing information) at the beginning of an activity should provide a framework for the experience to follow: the theory or rationale of the concept, the purpose or intended goal of the activity, how the concept or activity fits into the bigger picture.

Any presentation of information should be very short; generally, learners do not absorb information after the first 10 minutes. Visual aids (newsprint, board, overhead, or handouts) can help reinforce the learning. Encouraging participants to ask questions involves them more actively in absorbing information.

People process cognitive information in different ways. Some people understand better when they can see a general overview (the "big picture"). Others do better when offered information in pieces, one step at a time. To reach both kinds of learners, trainers should introduce a new concept or skill with a holistic overview, and follow up with detailed pieces of the whole, step by step.

People also process and remember information through visual, auditory, and kinesthetic modes. Research indicates that many people use predominantly one or two of these modes, so it's best to use a variety of all three modes, to reach all kinds of learners. *Visual* mode includes writing key words, drawing diagrams, using gestures and facial expressions, and presenting videotapes. *Auditory* learners will be helped by opportunities to talk, trainer lecture, and the use of music. Writing, drawing, and movement activities promote *kinesthetic* learning.

Trainers will notice that the activities in this curriculum range from the introspective or theoretical to the physical and artistic. Every activity may not suit every group! Therefore, again, we emphasize that *knowledge of the group in advance will help trainers pick activities the group will respond well to.*

Trainers must also be prepared to *make changes during the training* if they find the group moving more quickly or slowly than expected, or needing more physical engagement at a certain time of day than originally planned.

C. Experience/Activity

Here the participants are actively involved in an experience: it may be talking, playing a role, writing, drawing, or walking around; it may be an individual, pair, or small group experience. The experience is designed to produce information or understanding and lead to a sense of discovery.

The trainers' primary responsibilities here include setting up the activity clearly and thoroughly and being available during the activity to answer questions or offer guidance.

This curriculum includes several kinds of activities — skits, role plays, writing, drawing, discussions, pantomimes, visualization, and games — which take place in alternating individual, pair, small group, and large group contexts.

D. Processing/Analyzing

After the activity is over, participants should have a chance to process what they just experienced, felt, or observed. The trainer can facilitate this processing by asking a few questions:

"What happened?"

"What was that like for you?"

"What did you notice?"

This reflection can take place on several levels:

1. The individual can be given an opportunity to process the experience silently, without having to share.

2. Members of pairs or small groups can process the activity together in their unit. At this level, participants will get a chance to hear what the experience was like for others; often, different participants will report very different perceptions or feelings about the activity.

3. The entire group can also share their observations and experiences together, and in this setting, the trainer can facilitate an analysis of the activity.

   In the *analysis* of the activity, the trainer helps the participants look for shared patterns, themes, and explanations. For example, the trainer may ask:

   "What does that suggest to you about yourself/the group?"

   "How do you account for that?"

   "How do those fit together?"

   "What do you understand better about yourself/the group?"

E. Generalizing

At this stage, the trainer wants the participants to answer the question, "So what?" We want participants now to make the broader connection between this particular experience and the experiences they and others may encounter in the "real world." The trainer can assist the group in generalizing by asking:

"What did you learn/relearn?"
"Does that remind you of anything else you've seen or experienced?"
"What does that help explain?"
"What principle or generalization seems to be at work here?"

Here the trainer may also bring in additional theoretical information or data relevant to the topic.

F. Applying

This stage of the learning should bridge the present activity to future experiences by understanding and/or planning how generalizations can be tested in a new place in the participants' lives. This could be done in several ways:

1. Participants can consider and plan how they could potentially use the information they learned or relearned from the activity, should an appropriate occasion arise (e.g., "the next time I'm in a conflict with my supervisor, I could...").

2. Participants can try out new skills or concepts in a subsequent activity, such as a role play.

3. Participants can create a plan to test the new learning (not waiting for a situation to arise, but creating an opportunity to practice the skill or concept), such as in specific service or community activities ("OK, in our next group meeting, I will tell Fred politely that....").

G. Tailoring

The stages of analyzing, generalizing, and applying are outlined above as separate, sequential units, *but in an actual training, the trainers should tailor a post-activity discussion process to the pace, experience, and level of a particular group.* Sample questions for each of the discussion stages are included with each activity; trainers should select the questions that seem useful and appropriate for the particular group.

V. Training Format: Logistics

A. Schedule Considerations

1. Participants will be more open to learning if the training session schedule feels reasonably *comfortable* to them, and if they and the trainers share the same understanding in advance about the training schedule. Examples:
   - Try not to schedule evening sessions at the end of a work day.
   - Try to tailor a day-long workshop to replicate the hours participants are used to working (e.g., if they usually work from 8 am to 5 pm, don't schedule the workshop from 9 am to 6 pm).
   - Make sure that everyone gets clear, consistent information about when the training is and how long it will last.

2. Schedule regular *breaks* during the training session. The participants will probably want more breaks than the trainers want, but if participants are getting stiff or antsy, probably little learning will be taking place anyway. (Note: the greater the variety of activities, including ones with physical movement, the longer participants can go without breaks.)

3. Be *realistic and flexible* about the agenda schedule. If you plan for a realistic amount of time for each activity, and if you can make changes to the schedule according to the group's needs and pace, you won't have to rush through an activity or cut it short just to stay on schedule.

B. Environment

Physical comfort does affect learning! As much as possible, create a training environment that is conducive to learning, including:

1. adequate materials for all participants
2. comfortable chairs
3. tables for participants to set materials on
4. access/accommodation for those with disabilities
5. comfortable room temperature
6. good lighting and acoustics
7. adequate bathroom facilities
8. privacy and freedom from outside distractions
9. adequate materials/equipment for trainers (e.g., newsprint, VCR, overheads, etc.)
10. refreshments

C. Materials

Effective materials management can make a surprising impact on the effectiveness of the session flow and clarity. A small investment of time in advance to prepare and gather basic materials can prevent a large amount of frustration for the trainer and the group members.

Basic materials include:

1. **Newsprint.** Loose, single pages of newsprint provide flexibility of display, providing there is wall space on which to attach them. Newsprint attached to walls also displays the written material at an angle that is easier to read than do pads of newsprint on an easel.

2. **Tape/tacks/nails.** Find out in advance what kind of walls the room has, so you will know how best to attach newsprint to them. Attach the newsprint securely to avoid the distraction of papers falling off the wall during your lecture.

3. **Markers.** Water-based, chisel-point markers have several advantages. First, you can more easily wash off water-based colors than permanent colors when you get them on your hands (and you will), and they are less likely to soak through the paper and leave marks on the paper or wall underneath. Chisel-point markers provide both a fine line and a broad line to make distinctions in lettering.

Keeping a visible reminder of points covered throughout the session provides a shared group memory that the trainer and participants can refer back to readily.

D. Shared Expectations

Before the training session even begins, communication between the trainers, staff, and the participants should be clear and consistent about the content and goals of the training.

The training session itself should begin by orienting participants to the materials and the agenda, getting acquainted, and establishing the training atmosphere. For opening remarks and introductions, trainers should allow for 30 to 45 minutes, depending on the size of the group and whether or not they already know each other.

Trainers should post a written agenda and objectives for the session. When the trainer reviews them with the participants at the beginning of the session, s/he is asking for the group's permission to proceed, in essence saying, "This is the session I am prepared to lead — will that work for you?" If group members suggest changes in the content or agenda, the trainer should decide how much flexibility s/he can incorporate and still feel comfortable about providing a high-quality session.

E. Guidelines/Norms

Trainers should get clarity about and group agreement to guidelines or norms for the session; that is, how people are going to work together and treat each other during the session to insure that everyone feels as safe and comfortable as possible.

If time is in short supply, the trainers may present a proposed list of norms to the group, and ask if anyone has any questions or suggested changes to the list, then ask participants by a show of hands for a commitment to the norms for the session.

More time-consuming but potentially more involving is to have the group participate in creating the list of norms. For example, the trainer can explain the definition and purpose of norms, give an example or two, then ask the participants what norms they would like to have for the session. After the group has brainstormed ideas, the trainer can ask for a show of hands to indicate which norms the whole group can commit to.

It is useful for the trainer to reword the suggested norms into positives, instead of having a list of "don't"s. It's also useful to post the written list of agreed-on norms in full view of the group. The trainer may ask everyone in the group to be "groundskeepers" — to politely point out when the norms are not being followed (this way, the group takes some responsibility for monitoring its own behavior and the trainer doesn't end up being the "disciplinarian").

Examples of norms are:

1. One speaker at a time.
2. Be open to new ideas, and willing to try them on.
3. Different perspectives are welcome; it's OK to disagree.
4. Treat each other with respect.
5. Maintain confidentiality; personal information shared here stays in here.
6. Allow everyone equal opportunity to participate.
7. Be responsible for one's own needs and considerate of others.
8. Honor time limits.

F. Role Plays

Role plays present an opportunity for participants to practice skills in an informal, low-risk setting. But every trainer has encountered workshop participants who say they hate doing role plays and/or are not good at them. Overcoming such reluctance and insuring that participants get the most out of the role play requires careful preparation and sensitivity on the part of the trainers.

1. *Give clear directions* about the purpose, task, and logistics of the role play.

2. *Participants should have specific, realistic, relevant characters and situations to portray.* These can be created in advance, based on information gathered from staff or members during the pre-training needs assessment. Or, let workshop participants use scenarios that they create and that are relevant to them.

3. *Provide supervision or support* during the role play by having trainers assigned to groups or circulating.

4. Ask participants to debrief/process *in the small group* after the role play is finished, to share what they did well and what they might improve on.

5. Continue the debriefing *in the large group*, with the experiential learning stages of analyzing, generalizing, and applying.

When creating role plays based on participants' real life experience, trainers should take care to distinguish between a role play and real life. The purpose of a role play is to practice certain skills or processes in a safe, non-threatening environment. This is different from resolving a real-life conflict. Participants should understand that the workshop is an educational experience, not a problem-solving session. Therefore, role plays can be based on real life experiences, but should not mirror them exactly. If you use the very situations which the participants are presently experiencing, some may feel that their privacy has been invaded or that they have been ambushed.

G. Endings

Trainers should plan both a closing activity that honors the hard work of the participants and an evaluation of the training session.

There are several evaluation measures trainers can utilize.

1. Participants can fill out a formal, *written evaluation* form at the very end of the session. This should ask for specific feedback on what worked well for participants and what could have been done differently. Many evaluation forms ask the participants to critique the performance of the trainers, but in keeping with the emphasis in this curriculum on personal empowerment and responsibility, you may want to include questions such as, "What specifically did *you* do that helped make this session successful for you?" or "What could *you* have done differently to make the session more effective for you?"

2. Another form of evaluation is a *"Plus/Delta"* at the end of sessions. This is especially effective at the end of each multiple session, because trainers can take

the information the participants give at the end of one session and incorporate it into the next session. The Plus/Delta asks participants to focus on what worked well for them during the session (Plus) and what they would like to see done differently (Delta — the scientific symbol for change). Participants are more accustomed to framing evaluation comments into what they didn't like (Minus) than to offering suggestions for improvement (Delta), so the trainer may need to help them reframe negative comments into constructive deltas. The Plus/Delta can be done in two ways:

- In a verbal Plus/Delta, participants share what worked well and what changes they would like to see. The trainer records comments in a Plus column or Delta Column on newsprint. Sometimes participants are reluctant to share critical comments (even in the form of a Delta) out loud, so the trainer must reassure them that their Deltas are valid, useful pieces of information.
- The group can compile an anonymous, written Plus/Delta on newsprint. Each participant is given several "post-it"s and can write a comment on each. They then affix their post-its to the newsprint at the front of the room, either in the Plus column or in the Delta column. After all the notes have been posted, the trainer can review all the comments. In this way, participants can feel both anonymous and acknowleged in their observations.

VI. Trainer's Role

The trainer is responsible for establishing an open learning environment, sharing information, and facilitating exploration and learning by the participants. The trainer's behavior and attitude certainly affect how or what the participants learn, and effective facilitation of learning requires several qualities: flexibility, clarity, competence, helpfulness, sensitivity, warmth, and the ability to acknowledge and value the experiences participants bring to the session.

Most important, trainers are models for the concepts and skills that are the basis of the training. Thus, it is imperative that trainers be able to integrate effective conflict resolution and communication skills into every interaction they have with the group or individual participants.

A. Training Teams

The NAFCM trainers are encouraged to include AmeriCorps staff as members of the training team to deliver this curriculum. Alternatively, AmeriCorps staff/mentors can participate in the workshop along with members.

Some key considerations for the creation of the training team include:

1. After the training is over, the participants will need encouragement and reinforcement of the concepts and skills on a regular basis. AmeriCorps staff members who participated in the training can provide that support and become resources on conflict resolution.

2. The training team should reflect the social/cultural demographics of the group to be trained, particularly in regard to age, gender, race, and ethnicity. It's also helpful to have a stimulating diversity in the trainers' own perspectives and experience.

3. Using a training team reduces responsibility on any one person and can enhance the preparation process. Co-trainers can explore with one another various attitudes, values, and reactions about the training content. They can share expectations, learning goals, and areas of perceived strength and vulnerability. They can rehearse lectures, practice exercises, and develop ways to support one another during training.

4. During training, the team can provide variety to the participants by switching upfront and support roles, helping to clarify points, giving more attention to group dynamics, offering differing sets of experience and examples for the training content, and more easily monitoring small group activities.

5. Following the training session, the training team can provide valuable feedback to one another.

B. Trainer Qualifications

Trainers for a successful conflict resolution training must possess not only professional knowledge, experience, and expertise, but also certain personal characteristics.

The professional knowledge needed by trainers for this training includes:

1. Familiarity with concepts, skills, and processes presented in the curriculum.
2. Actual experience in using these concepts, skills, and processes (it can often be useful for a trainer to tell a story about how this material worked in his/her own life).
3. Experience in leading group training and knowledge of group dynamics. It's also helpful if trainers have experience in training a variety of kinds of groups, and especially groups who are not particularly motivated — the real trial by fire for a trainer.
4. Methodological knowledge; in this case, knowledge of the steps and concepts of experiential learning.

The personal characteristics of an effective trainer include:

1. *Flexibility.* Things rarely go exactly as planned, and the effective trainer will be able to make adjustments in response to the unexpected, calmly and with good humor.
2. *Personal openness to change.* The trainer must be willing to look at her/himself, question the things s/he does and has always taken for granted, and at every moment be open to learning a new perspective or way of doing things. This is exactly what we are asking the participants to do.
3. *Sensitivity to groups and individuals.* The effective trainer notices things that are going on, whether a group dynamic or an individual behavior. The trainer takes steps to address the dynamic if it seems to be interfering with the learning of the group or the individual.
4. *Respect for co-trainers.* Training teams often include people with very different perspectives and training styles. The effective trainer acknowledges and honors the strengths of his/her co-trainers, especially when they are different from his/her own.
5. *Desire to help/perception of helpfulness.* These can be two different things. Not only must the trainer want to help participants learn, s/he

must make that evident to the group in a way that they can accept. Participants may be thinking, "What does this person know about my situation?" or "Who does he think he is, coming in here, telling me what to do?" So the trainer's help must again be in a form that values the experience of the group and each individual, and emphasizes the trainer in the role of facilitator rather than expert.

VII. Follow Up

This conflict resolution curriculum is intended to be only a part of an ongoing relationship between NAFCM members and AmeriCorps projects. NAFCM members can help AmeriCorps staff and members continue to practice and hone their conflict resolution skills over time. Reinforcement of these skills should become a daily practice in the AmeriCorps service projects.

A. NAFCM Member Resources

We hope that the NAFCM trainers will clarify to AmeriCorps staff and members how they may be of help to them in the future: whether with additional training, to answer the occasional question that may come up, or to facilitate the resolution of particularly difficult conflicts.

In addition, NAFCM member centers may have resource material that AmeriCorps staff or members may find useful, such as books, videotapes, periodicals, etc.

B. AmeriCorps Staff Reinforcement

AmeriCorps staff should be familiar enough with the concepts and skills covered in the conflict resolution curriculum to help members practice them on a regular basis after the workshop is over.

The participants in the conflict resolution workshop will have identified personal goals for themselves in the conflict resolution process. While members do not have to share these goals with others, staff should encourage members to do a self-assessment periodically.

The service project may also want to decide, as a group, which conflict resolution goals they particularly want to emphasize in their group or setting. The group then can create a plan to achieve those goals, with each member taking responsibility for goal implementation.

Periodically, staff can help members evaluate their progress in achieving their individual or group conflict resolution goals, or revising them as necessary.

We wish to thank the following sources for some of the concepts and material in the Trainer's Guide:

- The Community Board Program
- Lonnie Weiss
- National MultiCultural Institute
- The Mediation Center of Eastern Carolina
- Valerie A. Batts, Ph.D., VISIONS, Inc.
- Mosaica
- Staff training material from Peace Corps Latin America Region

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Personal Strategies for Conflict

Section A 39
Section B 67
Section C 87

Module I addresses conflict at the *personal* level: the dynamics that occur within our individual selves when we are confronted with a difficult situation. This module guides participants to look *within* first when dealing with a conflict, in order to find information that will be useful in creating an effective plan to resolve it.

The module is divided into three sections.

Section A contains concepts and activities to increase participants' awareness of their own relationship with conflict:

- definitions of conflict
- early conflict experiences and messages
- the impact of social and cultural influences on conflict
- present behaviors in and attitudes about conflict
- the phases of the conflict cycle
- conflict resolution styles or approaches
- personal goals for improving conflict behavior

Section B contains activities that help participants identify within themselves the elements that are at the heart of a particular conflict:

- feelings
- anger
- interests/needs

Section C contains activities that help participants create an individual plan to resolve a conflict *effectively, constructively, and collaboratively:*

- assessing values and goals
- identifying individual sources of power
- decisionmaking in the conflict resolution process
- review/revision of personal goals

Module I is a must for participants who have had no introduction to conflict resolution. For groups who have had at least some of this introductory material, the activities in this module may still be useful for review, reinforcement, and clarification of concepts and skills.

OUTLINE OF MODULE I

Section A

1	What is Conflict?	LG discuss	25 minutes
2*	Early Messages	visualize; draw; SG discuss	50 minutes
3*	Early Habits/Present Habits	act out; SG discuss	50 minutes
4	Social Cultural Messages	SG/LG discuss	50 minutes
5	Conflict Cycle	trainer demo; SG discuss	45 minutes
6	Personal Goals	individual writing	10 minutes
7	Conflict Styles	PR pantomime; LG discuss	50 minutes

*pick 1 of these 2

Total 3 hours 50 minutes

Section B

1*	Feelings Inventory	trainer demo; LG/SG discuss	45 minutes
2*	Feeling Sensation	visualize; LG discuss	45 minutes
3	Anger Cycle		60 minutes
	(a) triggers	PR/LG discuss	
	(b) physical signals	SG draw; LG discuss	
	(c) cooling off	SG/LG discuss	
4	Interests	trainer demo; SG discuss	45 minutes

*pick 1 of these 2

Total 2 hours 30 minutes

Section C

1*	Life Auction (values)	LG game	45 minutes
2*	Sixteen Squares (values)	LG game	45 minutes
3	Sources of Power	LG/SG discuss	45 minutes
4	Making a Plan	individual writing	45 minutes
5	Review/Revision of Goals	individual writing	15 minutes

*pick 1 of these 2

Total 2 hours 30 minutes

LG=large group

SG=small group

PR=pairs

SAMPLE TRAINER INTRODUCTION TO MODULE I

- Welcome
- Introductions
- Goals/Objectives of this Training
- Agenda
- Logistics/Housekeeping
- Norms/Guidelines

See the Trainer's Guide for more detail.

Module I

Section A

Section A contains concepts and activities to increase participants' awareness of their own relationship with conflict:

- definitions of conflict
- early conflict experiences and messages
- the impact of social and cultural influences on conflict
- present behaviors in and attitudes about conflict
- the phases of the conflict cycle
- conflict resolution styles or approaches
- personal goals for improving conflict behavior

Activities

1	What is Conflict?	LG discuss	25 minutes
2*	Early Messages	visualize; draw; SG discuss	50 minutes
3*	Early Habits/Present Habits	act out; SG discuss	50 minutes
4	Social Cultural Messages	SG/LG discuss	50 minutes
5	Conflict Cycle	trainer demo; SG discuss	45 minutes
6	Personal Goals	individual writing	10 minutes
7	Conflict Styles	PR pantomime; LG discuss	50 minutes

*pick 1 of these 2

Total 3 hours 50 minutes

LG= Large group SG= Small group PR= Pairs

Activity 1
What is Conflict?

Prerequisite: None

Objectives: Participants will identify:
- what conflict means to them
- the different and similar ideas that people have about conflict
- some positive aspects of conflict

Time: 25 minutes

Format: Large group discussion

Materials:
- Newsprint/Board
- Markers
- Masking tape or pins

INTRODUCTION

"Since this workshop is focused on the topic of conflict, let's start at the beginning and define our terms. What exactly does the word 'conflict' mean to you? What are some words you think of when you hear the word 'conflict?' Most of us have conflicts in our lives every day, but we may not always use the word 'conflict.' I'd like you to brainstorm some words that come to mind when you hear the word 'conflict.'"

1. Trainer (or a volunteer from the group) writes on newsprint/board all the words people in the group come up with. Don't discuss or evaluate the words yet, just list them. Give the group 5 minutes or until the writing space is full.

2. Trainer asks group to look at the list of words. Then ask participants to *process* their perceptions of conflict:
   (a) How easy or difficult was it for you (as an individual) to come up with words associated with conflict? How easy or difficult was it for this group to generate a list of words?
   (b) Looking at this list, how many of you feel you are affected by conflict on a regular basis?
   (c) Which ones of these words do you perceive to be positive? (Ask volunteer from group to put a check mark by the ones people say are positive.)

3. Trainer asks group to *analyze* the group's perceptions of conflict:
   (a) Again, looking at this list, does it seem that individuals in this group think about conflict in the same way, or in different ways?
   (b) What are the similar ideas that people here have about conflict? (Ask

volunteer to *circle* words that people identify as similar.)

(c) What are the differences? (Volunteer *underlines* words that people identify as different.)

(d) How do you account for the number of negative words vs. the number of positive words?

4. Trainer asks group to make some *generalizations* about people's perceptions of conflict:

   (a) What does this suggest to you about people's experiences with conflict, generally speaking?

   (b) How does this list help to explain the way people deal with conflict?

5. Trainer asks group to think about real-life *applications:*

   (a) Again, thinking about the words that came to your own mind about conflict, and looking at others' perceptions, how might a workshop on conflict might be useful?

   (b) Just on the basis of the list our group has created, the next time you get into a conflict with someone, what do you imagine the other person might be thinking or feeling?

   (c) How might your life be different if you had more positive conflict experiences?

SUMMARY

(If group has not already made these points):
"First, we hope this workshop will be useful to you because most of us deal with some form of conflict fairly often, whether big or small. So the way each of us deals with it can have a big impact on our lives.

"Second, in a group setting like this, we can see that different people look at conflict in different ways, *and* we may share some of the same ideas about conflict. Each person's ideas about conflict are real and true for him or her, and we each have our own individual perspective. In this workshop, we're going to ask you to focus on your own unique perspective about conflict, and at some points we will ask you to share your perspective, so that we can learn how different people look at the world.

"Third, many of us have a negative picture of conflict in our minds or hearts, because many of us have had negative experiences with conflict. But in this workshop, we are going to learn to turn conflict into a potentially positive experience more often."

FOLLOW UP

Trainer asks the group to start the process of turning conflict from a negative to a positive, by brainstorming more positive words about conflict. Trainer/volunteer write words on new newsprint/board space.

NOTE TO TRAINER: Activities 2 and 3 ask the participants to recall *early experiences* they had with conflict, which may have impacted their present view of conflict. These activities are in different *formats,* with slightly different *emphases.* Please choose *one* that seems most appropriate for your group.

Activity 2: *format* is relaxation/visualization sequence, drawing, and small group discussion; emphasis is on accessing non-verbal experiences

Activity 3: *format* is participant pantomime and small/large group discussion; *emphasis* is on connecting early conflict learning with present-day behaviors.

Activity 2

Early Messages About Conflict

Prerequisite:	Activity 1
Objective:	Participants will identify early learnings about conflict
Time:	50 minutes
Format:	Individual visualization and drawing; Small group/Large group discussions
Materials:	• Drawing paper and crayons for all participants • Non-intrusive background music
Preparation:	Trainers may want to practice this exercise on each other, to see what kinds of experiences may come up. Please be aware that this exercise has the potential to evoke strong and painful memories of violence or abuse. If your experience as a trainer does not include a significant level of encounter with these issues and effective strategies to respond to them, please collaborate with AmeriCorps staff to ensure that appropriate resources, including qualified counselors, are available when you are working with this section of the curriculum. Participants may choose to share very personal stories, which can be a positive reflection of a level of trust or comfort they perceive in the group. Trainers should be prepared to welcome participants' self-disclosure without feeling the need to censor or "fix" what they are saying. Trainees should be reminded that AmeriCorps staff are on-call to help them deal with the impact of powerful emotions.

INTRODUCTION

"Our early experiences with conflict can have a lasting effect on the way we deal with conflict as adults. In a series of short activities we're going to ask you to try to remember what some of those early experiences were and what they looked and felt like."

1. Trainer leads participants in a relaxation sequence:

   - Invite participants to get as comfortable as possible. Some people may want to lie or sit on the floor, stretch out, take their shoes off, etc. Participants may want to close their eyes or focus on a particular spot in the room.

   - Ask participants first to notice their breathing. Then ask them to notice where they are sitting or lying, the sounds inside and outside of the room, the sounds within their own bodies. Ask them to notice also where they are feeling tension.

- Direct participants to breathe in relaxation when they inhale and to breathe out tension when they exhale, starting with the top of the head and continuing to the toes.

2. When participants are relaxed, trainer invites them to go on a journey back to when they were young, before the age of 12. More specifically, ask participants to bring to their minds their *first memory* of either being involved in a conflict or observing others in a conflict. Ask participants to indicate when they have done so by *raising a hand.*

3. Trainer tells group that they will hear a series of questions, to assist them in capturing that first memory. Then ask the following questions (reminding group that no spoken answers are necessary), pausing after each one:

   (a) How old were you?

   (b) What was happening?

   (c) Who were the people involved?

   (d) What was being said?

   (e) What were you doing?

   (f) What were you feeling?

   (g) What were you telling yourself?

   (h) What were other people saying?

   (i) What did you learn about conflict from this experience?

4. Trainer gently instructs the participants to once again notice their breath. Bring participants back into the present slowly by guiding them to notice where they are, the sounds in and outside the room, their relaxed state. Ask them to open their eyes when they are ready to move on, and welcome them back.

5. Trainer asks volunteers to help distribute drawing paper and markers to everyone. Ask participants to remain in silence for the next activity. Tell participants they will have 10 minutes to complete a *drawing* about the memory of that early experience with conflict. Encourage those participants who may feel that they "can't draw" to allow their imagination to roam. Music may be played while participants draw.

6. Trainer tells participants that they will now add the *verbal element* to the visualization and creative elements they've just used to express early experiences with conflict. Ask participants to take their drawings and divide into groups of 3 (they may choose the trios they feel comfortable with, but they should try to

make the groups inclusive and diverse). Participants have 10 minutes to show and talk about their drawings with those in their small group.

7. Trainer asks participants to come back to the large group. Ask participants to *process* and *analyze* these activities. They may reflect on them silently, or may share their observations with the large group.
   (a) How old were you in your earliest memory of conflict?
   (b) What was your comfort level as you were remembering that early experience? That is, how difficult or easy was it to recall or draw an early memory? Was it a familiar memory, or one you hadn't thought of recently?
   (c) What kinds of things were you able to remember?
   (d) What feelings were evoked by what you remembered or what you drew?
   (e) Which activity — visualizing, drawing, or talking — gave you the most information about your early experiences with conflict?
   (f) In your small groups, what similarities or differences did you find?

8. Trainer asks group to *generalize* the information they or others shared:
   (a) What impact can early experiences with conflict have on people (other than yourself)?
   (b) What do you understand better about your relationship with conflict now, after going through this exercise?

9. Trainer asks group to think about real-life *applications:*
   (a) Can you change the effects of those early messages on you? If yes, how? If no, why not?
   (b) Which effects of those early messages would you like to hold on to? Which would you like to change?
   (c) What effect can *we* have on children's early experiences with conflict?

SUMMARY

(if group has not already made these points):

"Most of us are affected at a very early age by conflict around us. The impact of those feelings, actions, or words therefore is with us for a long time. Sometimes the feelings, attitudes, and patterns we have developed about conflict are hidden deep in our minds or hearts, and we may not be aware of them on a conscious level without taking time to reflect and being willing to work with early messages.

"Each of us has had different experiences with conflict during our lives. There may be some similarities, but what we each bring to conflict is unique, and it is real and true for us.

"With support and understanding, it is possible for adults to outgrow or change childhood patterns or impressions. We can also help children have more positive conflict experiences than some of us had."

Activity 3

Connecting Early Learning About Conflict to the Present

(adapted from* Conflict Resolution Skills: A Trainer's Manual, *by Lonnie Weiss)

Prerequisites: Activity 1

Objectives: Participants will identify:
- the conflict habits they still retain from childhood
- how they have changed the way they deal with conflict now

Time: 50 minutes

Format: Participant pantomime; Small groups; Large group discussion

Materials:
- Newsprint and markers for trainer
- 2 pieces of newsprint and markers for each small group

INTRODUCTION

"Our early experiences with conflict often shape the experiences we have as adults with conflict. The obvious behaviors (e.g. "did not!" "did too!") may change, but the feelings and instincts often remain the same. We're going to ask you now to think and talk about that connection for you between early conflict experiences and how you deal with conflict now."

1. Trainer instructs participants to imagine themselves to be children. Their task will be to turn to one or two people near them and get into a brief conflict with them. Participants should behave as they think children behave in a conflict.

   Instruct participants that the conflict will last only 30 seconds, and of course, no real physical violence should occur (even though sometimes children do this!). This should be a spontaneous, quick "dance" which (we hope) reflects the unproductive things children do in a conflict. Call time after 30 seconds.

2. Trainer asks group to *process/analyze* what happened in the "dances":
   (a) What did you as a child in this skit do or feel?
   (b) How were those around you acting?
   (c) How did your "conflict" end or how do you think it will end?

3. Trainer asks group to make some *generalizations*. Write responses to next questions on newsprint.
   (a) What are some common ways children deal with conflict? The results?
   (b) What, if any, similarities are there in the way children deal with conflict and the way adults deal with conflict? Differences?

4. Trainer asks participants to divide into groups of 3-4 (trainers should encourage participants to interact with different people than they did in previous activity).

Each group should get 2 pieces of newsprint and some markers.

Ask participants to share in the small group, one at a time:

(a) "I still deal with conflict the same as I did when I was a child in this way..."

(b) "Here's how I have changed the way I deal with conflict now from the way I dealt with it when I was younger..."

Someone from the group should list on one piece of newsprint some of the habits group members have held onto, and another member can list on the other piece some new habits members have learned. These will be shared with the large group.

5. Trainer gathers large group back together to *process/analyze:*
   (a) What are some of the childhood conflict behaviors or attitudes that you have held on to?
   (b) What new behaviors or attitudes have you developed as adults?
   (c) When you look at what you have held on to and what you've changed, how effectively do you deal now with conflict compared to when you were a child?
   (d) Why might you have held on to some behaviors? Why did you change others?
6. Trainer asks group to make some *generalizations.*
   (a) Where do we get our conflict strategies as children?
   (b) What causes people to develop new strategies? Where do they get them?
7. Trainer asks group to make some real-life *applications:*
   (a) Can *you* change the effects of those early messages on you? How?
   (b) Which childhood strategies that you still have would you like to hold on to? Why? Which would you change? Why?
   (c) What effect can *we* have on children's early experiences with conflict?

SUMMARY

(if group has not already made these points):
"Our early conflict experiences do impact our adult conflict experiences, and we can learn new, positive behaviors and attitudes. We can also increase positive conflict experiences by helping children have more positive experiences."

Activity 4

Social / Cultural Influences On Our Conflict Experiences

Prerequisite:	Activity 1
Objective:	Participants will identify: • the sources of social/cultural influences on conflict • the impact of social/cultural influences on conflict behaviors • how their own social/cultural influences have impacted their experience with conflict
Time:	50 minutes
Format:	Small group/Large group discussions
Materials:	None
Preparation:	Trainers should be familiar with the definitions of social/cultural influences in lecture below.

INTRODUCTION

"We all learn ways of dealing with conflict from the time we are small. We all received powerful messages about how we 'ought' to handle conflict (whether these ways are actually effective or not!). Our social and cultural backgrounds can affect the messages we got and the experiences we had about conflict.

"The factors that make up our social/cultural background include class, color, education, ethnicity, gender, language, nationality, appearance, race, religion, sexual orientation, and age.

"Each of us has a unique perspective on conflict because no two people live exactly the same lives, even if they grow up in the same family or in the same social and cultural background. We're going to ask you to look into your own experience and identify how social or cultural influences may have affected the way you look at conflict."

1. Trainer may use him/herself to give the group an *example* of identifying one's own significant cultural/social influences; e.g., "I grew up as an African-American female, in a religious family that valued education highly, but we had little money. I knew I had to work hard and get along so that I could get an education, earn a living, and make my family proud of me."

   Trainer then asks participants to consider (silently, for now) *what their* own social/cultural influences have been (again, e.g., in terms of race, gender, class, religion, education, etc. as listed above).

2. Next, trainer gives an example to the group of how those social/cultural influences may *affect* the way one learns to deal with conflict: e.g., "Because my family was very religious and there was so much emphasis on making good, I felt like conflicts were to be avoided or glossed over. We had to keep a smile on our faces, no matter what. In fact, I felt like we had to give up some of our pride to make good. Like if someone called me a name in school, there was no way I could get into a fight with them, because my family would have been mortified."

   Trainer then asks participants to consider (silently, for now) how *their own* social/cultural influences may have been linked to they way they learned to deal with conflict, or their attitudes about conflict.

3. Trainer directs participants to form groups of 5, getting together with people who they *perceive* to be very different from each other.

   In the small groups, participants share, one at a time:

   (a) What social/cultural influences have been the strongest in their lives

   (b) What, if any, impact they think these influences had on the way they deal with conflict.

4. Trainer gathers the large group back together to *process:*

   (a) What, if any, significant social/cultural influences were you (as an individual) able to identify?

   (b) How did those influences seem to affect the way you learned to handle conflict?

   (c) What were some of the similarities and differences of perspectives expressed in your small group about the relationship between social/cultural influences and conflict?

5. Trainer asks group to *analyze* the information they identified:

   (a) How do you account for the similarities and differences of perspectives in your small group?

   (b) What assumptions about social/cultural values and conflict behavior did you or others in your small group have?

6. Trainer asks group to make some *generalizations* about the effects of social/cultural influences on conflict:

   (a) How should we look at social/cultural influences on the way we or others deal with conflict? How important are they?

   (b) What other parts of our lives (other than conflict) do social/cultural influences affect?

(c) What, if anything, do you better understand about your views on conflict, after going through this exercise?

7. Trainer asks group to think about real-life *applications:*

   (a) What messages do we give to other people about our conflict values from the way we deal with conflict? What (perhaps inaccurate) assumptions might people make about us because of that?

   (b) What social/cultural influences on your conflict style are you proud of and wish to continue?

   (c) Which, if any, social/cultural influences on your conflict style would you like to change?

SUMMARY

(if group has not already made these points):

"There are many influences on the way we learn to deal with conflict as we are growing up. Some of these influences are values and patterns that are present in the environment in which we grew up. Most of us carry these values and patterns into adulthood without really being conscious of them. As adults, we can make *choices* about what values and behaviors we want to keep and use in our daily interaction.

"It's easy for us all to make *assumptions* about people because of who we think they are, based on social/cultural factors. We may assume that people who *seem* like us are like us, and that people who *seem* different from us are different from us. But each person is unique in his/her background, experience, and social conditioning. In conflict, as in any other situation, we need to interact in a way that clarifies and validates each person's perspectives and experiences."

Activity 5

The Conflict Cycle

(adapted from Community Board Program, San Francisco, CA)

Prerequisites: Activities 1, and 2, 3, or 4

Objectives: Participants will:
- understand the conflict cycle and its phases
- understand how the cycle works in their own lives.

Time: 45 minutes

Format: Trainer Demo; Individual writing

Materials:
- *Conflict Cycle* explanation and worksheet on pp. 8-10 in workbook
- Writing utensils

Preparation: Trainers should familiarize themselves with Conflict Cycle material and prepare a brief 2-person conflict skit which shows the phases of the conflict cycle: e.g.,

- ***Beliefs:*** One person believes that conflict should be avoided at all costs. The other believes that might makes right.
- ***Conflict occurs:*** They have a disagreement about (fill in the blank — something relevant to your group, but brief!)
- ***Response:*** Each person gives a response typical of their beliefs (e.g., one walks away or cries, the other yells)
- ***Consequences:*** They each walk away and give a soliloquy about what they got out of that conflict (e.g., "I'm never working with that person again" or "I guess I didn't yell loud enough because s/he didn't yell back")

INTRODUCTION:

Trainers perform brief conflict skit as described above.

1. Trainer refers participants to the *Conflict Cycle* explanation (p. 9) in workbook. Ask participants to *process* the role play they just saw, identifying the phases of the conflict cycle. (Trainer may also wish to emphasize some of the explanations of the phases that are on the handout, if necessary.)
   (a) "What *beliefs and attitudes* do you think Character A had at the beginning? Character B?"
   (b) What started the *conflict?* What was the conflict about?
   (c) What was Character A's *response?* Character B's?
   (d) What were the results or *consequences* of this conflict?

(e) Now what are Character A's beliefs and attitudes about conflict? Character B's? Have their beliefs and attitudes been changed or reinforced?

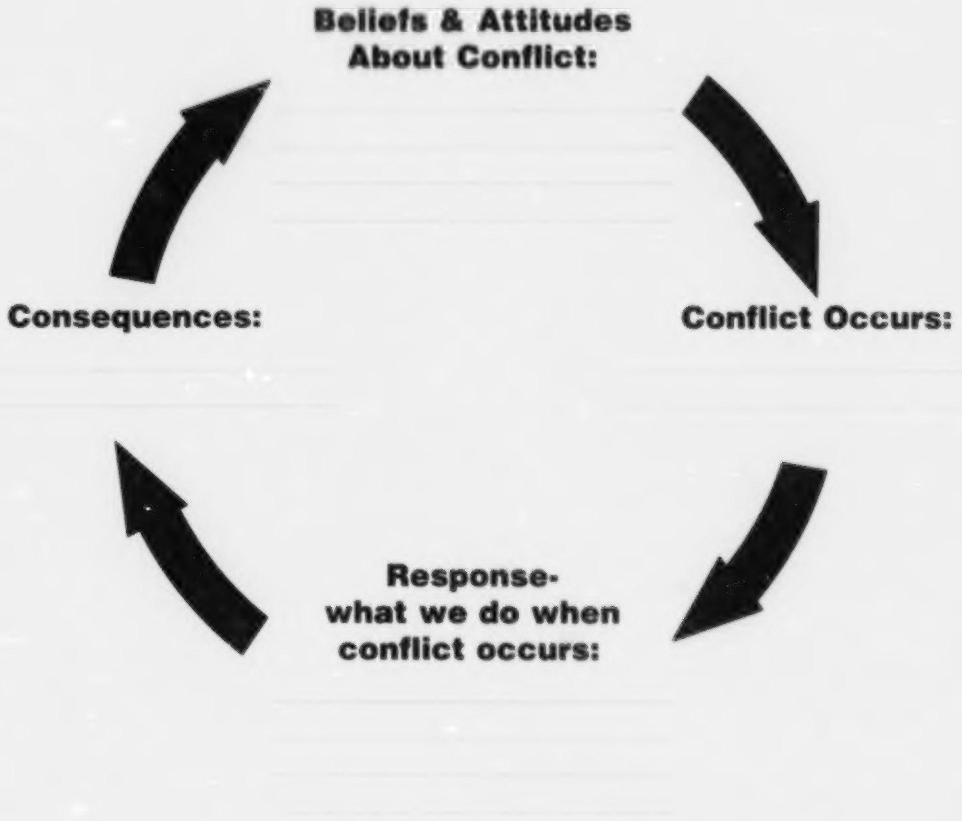
2. Trainer asks participants to think of a conflict in which they are now involved or a conflict from the recent past. Ask them to visualize the details of that conflict. They are to concentrate on *their own role* in the conflict; the things they believed, felt, did, and thought.

   Trainer refers participants to the *Conflict Cycle* worksheet (p. 10) in workbook. Ask them to complete the worksheet *from their own perspective* (i.e., concentrating on their role in the conflict, not the other person's). Participants should take about 10 minutes to complete.

3. Trainer asks participants to answer the following questions *silently:*
   - **Analysis.** How is your cycle in this conflict similar to your early experiences with conflict? How has your cycle changed as you have gotten older?
   - **Generalization.** Is your experience in this cycle primarily a positive one, or a negative one?
   - **Application.** Are you satisfied with all the points of your cycle? If no, circle the point of your cycle that you wish were different.

(See the following pages for the Conflict Cycle worksheet and explanation.)

The Conflict Cycle (worksheet)



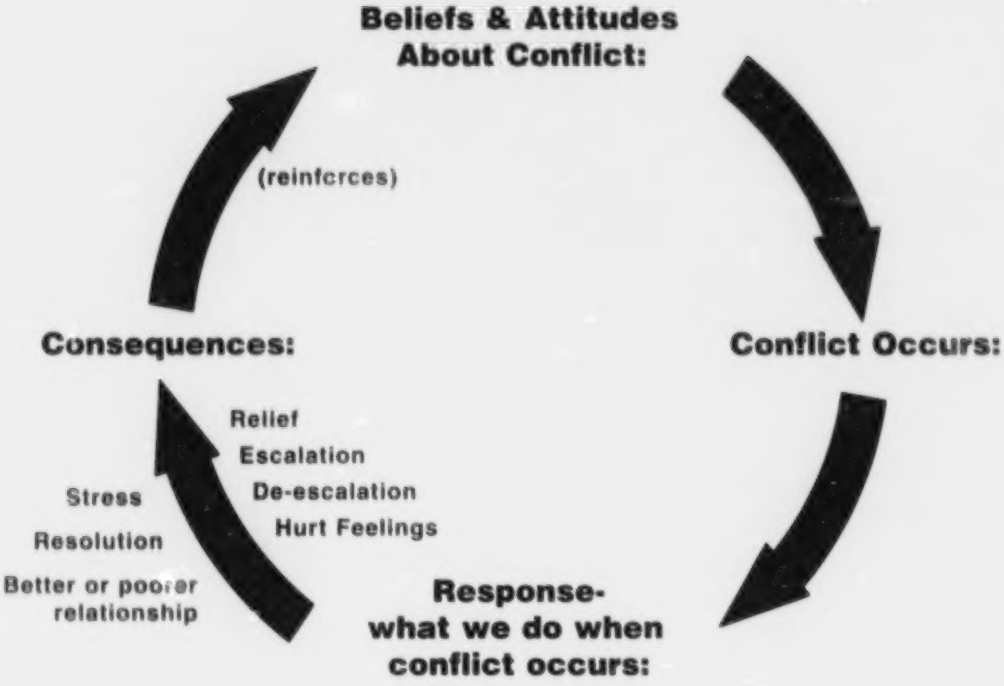
Beliefs & Attitudes About Conflict:

Conflict Occurs:

Response-
what we do when
conflict occurs:

Consequences:

The Conflict Cycle



Beliefs & Attitudes About Conflict:

Conflict Occurs:

Response- what we do when conflict occurs:

Pretend nothing's wrong
Just give in
Hit someone or get visibly angry
Go to an authority
Use the silent treatment
Cry
Complain to someone else
Smile no matter what
Make jokes, Kid around
Agree to talk about it (no yelling)

Consequences:

Relief
Escalation
De-escalation
Hurt Feelings
Stress
Resolution
Better or poorer relationship

(reinforces)

The Conflict Cycle

A personal conflict experience moves through a series of phases that together make up a self-perpetuating cycle. This cycle can be positive or negative. By examining the cycle of conflict, we can begin to understand the ways in which conflict operates in our life.

Attitudes and Beliefs

The cycle begins with our beliefs and attitudes about conflict. Our beliefs and attitudes affect how we will respond when conflict occurs. They arise from many sources, including:

- Childhood messages we received about conflict;
- The behaviors modeled by our parents, parent figures, teachers, and friends;
- The attitudes presented by the media; and
- Our own experiences with conflict.

The Conflict

In the next phase of the cycle, a conflict occurs. The conflict may be over something said or done by one party in the conflict. Each person's perception of the other person's intent is critical.

The Response

The response is the point where we take action. Given our personal set of beliefs and attitudes, often we will react in the same general way in most or all conflicts. Our reactions, therefore, can tell us a lot about ourselves and our patterns in conflict situations.

The Consequence

The response leads, in turn, to one or more consequences. For most of us, the outcomes of the conflict cycle reinforce our belief systems and perpetuate our behavior patterns.

The Conflict Cycle ©1987 The Community Board Program, Inc.

Activity 6

Personal Goals in the Conflict Cycle

Prerequisite:	Activity 5
Objective:	Participants will identify specific changes they would like to make in their own conflict cycle
Time:	10 minutes
Format:	Individual Writing
Materials:	• Small piece of paper for each participant • Writing utensils

INTRODUCTION

"Most of us can make at least some improvement on the way we deal with conflict to become more positive, constructive, and effective. However, change is not always easy. So it can be helpful to be *specific* about what we want to do differently and to *remind* ourselves about making these changes."

1. Trainer asks participants to look again at the *Conflict Cycle* worksheet (p. 10 in workbook), and particularly at the part(s) of the cycle they circled in Activity 5 (parts that they would like to improve). Ask participants to think about a specific change they would like to make in themselves in that part of the cycle. Remind them that it should be *specific, realistic* (e.g., *not* like "I'd like never to get angry again"), and *positive.* The change should apply only to *themselves,* not to anyone else in the conflict.

   Ask participants to write down this hoped-for change on the small piece of paper. When they are through, they should tuck it away. They will retrieve it and look at it again at the end of the workshop.

Activity 7

Conflict Resolution Styles

Prerequisite:	Activity 1
Objectives:	Participants will identify: • five different styles of conflict • their own predominant conflict style
Time:	50 minutes
Format:	Trainer lecture and demo pantomime; Pairs pantomime; Large group discussion
Materials:	• *Conflict Resolution Styles* chart (p. 11) in workbook
Preparation:	• Trainers should be familiar with the Conflict Resolution Styles chart. • Two trainers (or trainer and a volunteer from group) should also prepare in advance a brief conflict "dance" between two people who have different conflict resolution styles (e.g., one person may be a "competitor" while the other may be an "avoider"). The actors will show — nonverbally — what a conflict between these two styles might look like.

INTRODUCTION

"Each of us has our own way of dealing with conflict based on our early experiences and the changes we have made since then. Often our approach to conflict becomes a habit, so we may not consciously think about how we will react when a conflict arises. There are five basic ways to approach conflict — we'll call them 'styles.' Each has its advantages and disadvantages. The key is for us to *choose* which approach or style is appropriate for the particular conflict we're in — a thoughtful, considered choice rather than a habit."

1. Trainer refers participants to the *Conflict Resolution Styles* chart (p. 11) in workbook. (Option: display the grid on newsprint or overhead.)

   Trainer explains the styles, highlighting the following points:

   (a) The five styles are: Avoidance, Accommodation, Competition, Compromise, and Collaboration.

   (b) Each style combines the importance of the relationship and the importance of our goals (e.g., in the competing style, my goal is very important and the relationship less important).

   (c) Depending on the particular conflict, all the styles may be useful and effective.

(d) Each of us has adopted a dominant style that most likely was learned early on; a habit that we may use to deal with conflicts, even if it doesn't always give us satisfying results.

(e) Even though we may have a dominant style, we *can* learn to use other styles.

2. Trainer asks group to *process/analyze* the various styles:

   (a) What are some of the advantages or disadvantages of each of the styles? Situations where each might be appropriate?

   (b) Can you identify your own dominant style from among the 5?

3. Trainer tells group that they will become more familiar with how each style looks and feels during the next activity: They will be experiencing, in pairs, nonverbally and physically, how the different styles feel and interact with each other.

   Trainers now demonstrate what this activity looks like with their prepared pantomime.

   Ask the group to *process/analyze* what they saw:

   (a) Which style was each actor using? How could you tell, since they didn't speak?

   (b) How did these two styles work (or not work) together? How satisfied did each of the characters seem to be with how things were going?

4. Trainer tells participants it is now their turn to create such a "dance" of styles in pairs.

   Each pair has about 5 minutes to create together a brief conflict between two people who are using different styles. Pairs should decide which style each partner will be using, then choreograph what their interaction will look like — *nonverbally* (and of course with no real physical violence). Pairs should briefly practice their "dance," and may volunteer to demonstrate it in front of the group. Each dance should not last more than 30 seconds.

5. Trainer asks for volunteer pairs, one pair at a time, to demonstrate their conflict dance in front of the large group. After each pair finishes, those watching can try to guess which styles they were using.

6. After the demonstrations, trainer asks group to *process* this activity:

   (a) In your "dance," were you demonstrating your dominant style or a different one? How did it *feel* to demonstrate that style?

   (b) How easy was it to identify what styles people were using?

60

(c) How did different styles interact with each other?

7. Trainer asks group to make some *generalizations* about conflict styles:
    - (a) What are the results of a conflict where people are using different styles?
    - (b) In real life, what style do you think you project to other people?
    - (c) How easy/hard might it be to use a style you don't usually use?
    - (d) In a conflict, what factors in the situation would determine which style you should choose?

8. Trainer asks group to think about real-life *applications:*
    - (a) Which style would you like to use more often? In what kind of situations?
      How could you make that happen?
    - (b) Which style would you like to use less often? How could you make that happen?

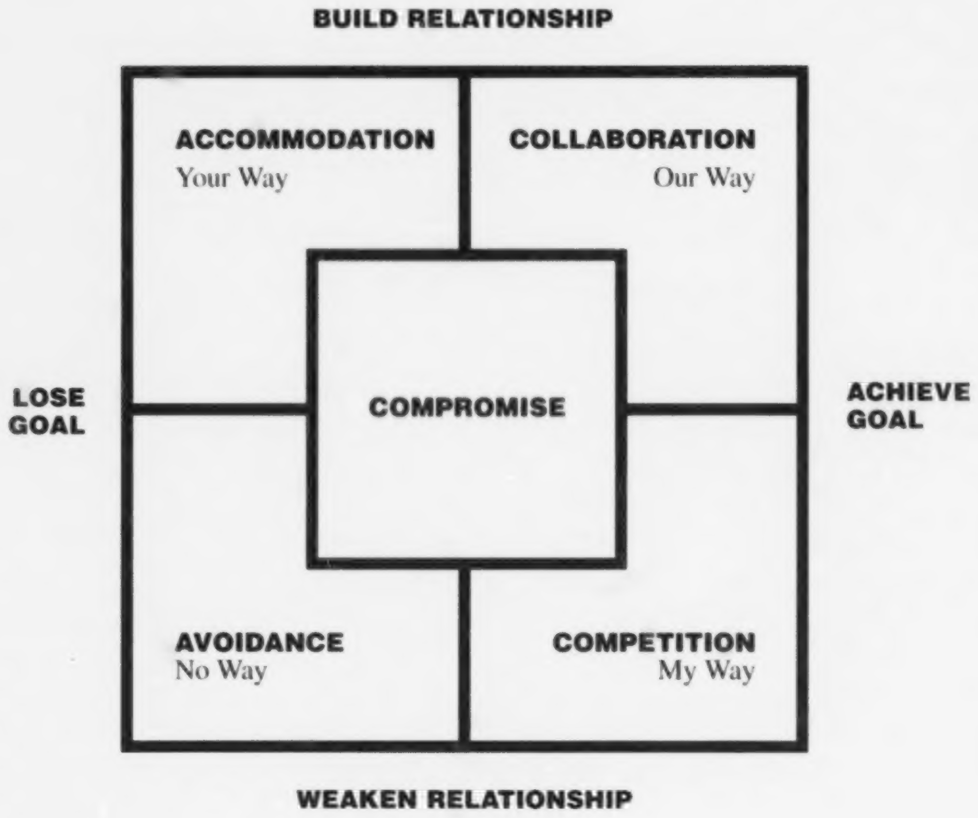
SUMMARY

(if group has not already made these points):

"Again, let me emphasize that each style has its advantages and disadvantages. We need to match our choice of style or approach to the specific conflict. That means we cannot rely just on our habits or instincts about how to approach conflict. And, if we decide to branch out and use more than our dominant style, it may feel uncomfortable at first.

"This workshop is focused on making the best use of the *collaborative* style, so we'll help you practice the skills and concepts that will make you more comfortable with that style."

Conflict Resolution Styles


BUILD RELATIONSHIP
ACCOMMODATION
Your Way
COLLABORATION
Our Way
LOSE GOAL
COMPROMISE
ACHIEVE GOAL
AVOIDANCE
No Way
COMPETITION
My Way
WEAKEN RELATIONSHIP

Module I

Section B

Section B contains activities that help participants identify information within themselves about what is at the heart of a particular conflict:

- feelings
- anger
- interests/needs

Activities

1*	Feelings Inventory	trainer demo; LG/SG discuss	45 minutes
2*	Feeling Sensation	visualize; LG discuss	45 minutes
3	Anger Cycle		60 minutes
	(a) trigger	PR/LG discuss	
	(b) physical signals	SG draw; LG discuss	
	(c) cooling off	SG/LG discuss	
4	Intereststrainer demo;	SG discuss	45 minutes

*pick 1 of these 2 Total 2 hours 30 minutes

LG= Large group SG= Small group PR= Pairs

NOTE TO TRAINER: Activities 1 and 2 both ask the group participants to identify various feelings they or others may have in a conflict and the impact those feelings may have on a conflict. These two activities are in different *formats*, with slightly different *emphases*. Please choose one that seems most appropriate for your group.

Activity 1: *format* is trainer demonstration, small/large group discussion; *emphasis* is on maximizing one's feelings vocabulary.

Activity 2: *format* is relaxation/visualization sequence, large group discussion; *emphasis* is on differentiating among the physical sensations that one's own feelings create.

Activity 1

Feelings in Conflict

(adapted from* Conflict Resolution Skills: A Trainer's Manual, *by Lonnie Weiss.)

Prerequisites: None

Objectives: Participants will identify:
- feelings they and others have in conflict
- the impact feelings have on a conflict

Time: 45 minutes

Format: Small group/ Large group discussions

Materials:
- Newsprint, markers, and tape for each small group
- *Some Feelings* (p. 13) in workbook

Preparation: Trainers (or trainer and volunteer from group) prepare short skit in advance. It should portray a *brief,* intense conflict relevant to the group, and will focus on the *feelings* the characters have as they get into a conflict. The actors should use strategies that are all too common in life, but not particularly helpful in solving the conflict. The actors should make a point of trying to *show* what they are feeling without coming right out and saying it. An example:

- Character A is busy with papers and deadlines in her office. She is feeling *frustrated and frantic.*
- Character B is *upset,* feeling *unappreciated,* and *worried* about paying his family's bills. He storms into A's office unannounced, and says loudly, "If I don't get a raise, I'm quitting!"
- A doesn't have a clue (feeling *confused?*) what B's problem is and just can't deal with it right now. She snaps, "I have more important things to deal with right now. Come back later when you've cooled off."
- B stomps out of the office, angry. A pauses after B has left, feeling a little *regretful* that she wasn't more polite.

INTRODUCTION:

Trainers/volunteer demo the "feelings" conflict.

1. Trainer asks group to *process* one particular aspect of this conflict: the *feelings* each of the characters may have had.
    (a) What feelings did Character A have? Character B?

   (b) How do you know the characters felt that way, since they didn't come right out and say how they felt?
   (c) How did A's and B's feelings affect the conflict, if at all?

2. Trainer tells participants that they will next create a *feelings vocabulary list*, so they can more easily identify the feelings they and others may have in a conflict.

   Participants should form small groups of 5-6 people. Each group is given a large piece of newsprint and a marker. Groups will have 3 minutes to generate a list of as many different feelings that people may have in conflict as they can.

   When groups are finished, have them post the lists on the wall where everyone can see them.

3. Trainer asks participants to look at the lists, and *process/analyze:*
   (a) Which feelings show up on many lists?
   (b) Which feelings here surprise you?
   (c) Which feelings seem positive or comfortable?
   (d) Which feelings seem negative or uncomfortable?

4. Trainer asks participants to make some *generalizations* about feelings in conflict:
   (a) How do others know what feelings we have in a conflict?
   (b) How do *we* know what feelings we have in a conflict?
   (c) What assumptions can we make about how others feel in a conflict?
   (d) What effect do feelings have on people in a conflict?

5. Trainer asks group to think of real-life *applications*. Ask participants to look at *Some Feelings* (p. 13) in workbook.

   Ask participants to consider two conflicts they have been in over the past few months — perhaps one in their service project, one personal, one in the community.

   One conflict at a time, participants should consider what feelings they had in each conflict. They should (silently) put a check by the feeling words on the list in the workbook for each feeling they had in one of the conflicts. (Some feeling words may end up with several checks.)

SUMMARY

(if group has not already made these points):

"Feelings are at the heart of conflicts, because if people didn't have strong feelings about something, they wouldn't get into a conflict about it.

"Two people in the same conflict may have different feelings, and it is helpful for each person in the conflict to be able to identify and communicate the feelings s/he has.

"Feelings are normal — everybody in a conflict has them. Often feelings control the course that a conflict will take, but without some thought behind them, feelings don't always lead us in a helpful direction. If we can identify the specific feelings we have in a conflict, we can get information that will help us figure out what our goals are and how we should approach a conflict."

Activity 2

What Am I Feeling?

Prerequisite: None

Objectives: Participants will:
- identify the physical sensations feelings produce
- differentiate among specific feelings associated with a conflict
- identify the relationship between thought and feeling in a conflict

Time: 45 minutes

Format: Non-verbal relaxation/visualization sequence; Large group discussion

Materials:
- *Some Feelings* (p. 13) in workbook

INTRODUCTION:

"Identifying how we feel in a conflict isn't just a thinking process, it's literally a feeling process; it involves identifying how it feels physically to feel anger or sadness or joy, etc. We're going to ask you to do a non-verbal relaxation, visualization exercise, focusing on how and what you feel in a conflict."

1. Trainer guides the participants through a relaxation sequence:
    - Invite participants to get as comfortable as possible. Some people may want to lie or sit on the floor, stretch out, take their shoes off, etc. Participants may want to close their eyes or focus on a particular spot in the room.
    - Ask participants first to notice their breathing. Then ask them to notice where they are sitting or lying, the sounds inside and outside of the room, the sounds within their own bodies. Ask them to notice also where they are feeling tension.
    - Direct participants to breathe in relaxation when they inhale and to breathe out tension when they exhale, starting with the top of the head and continuing to the toes.

2. Trainer asks participants to think of four different conflict situations: one conflict in which they felt mad; one in which they felt sad; one in which they felt glad; and one in which they felt scared. Ask participants to visualize them one at a time.
    (a) Ask participants first to recall the situation where they experienced feeling mad. Ask participants to remember (or feel) the physical sensations they associate with feeling mad. Pause for a moment.

(b) Now ask participants to recall a conflict where they felt sad, and to feel the physical sensations of sadness.

(c) Now ask participants to recall a conflict where they felt scared, and to feel the physical sensation of that feeling.

(d) Finally, ask participants to recall a conflict where they felt glad, and how that felt.

3. Trainer gently instructs the participants to once again notice their breath. Begin the process of bringing participants back into the present by guiding them to notice where they are, the sounds in and outside the room, where they are in the room and their relaxed state. Ask them to open their eyes when they are ready to move on, and welcome them back.

4. Trainer asks group to *process/analyze* this activity:

   (a) How easy/difficult was it to remember having these different feelings in conflicts?

   (b) Did the different feelings *feel* different?

   (c) Which feelings felt more comfortable, which less comfortable?

   (d) Were your actions or thoughts different in those different conflicts? I.e., did you react differently in a conflict when you felt mad than you did in a conflict where you felt sad? How?

5. Trainer asks group to make some *generalizations* about feelings in conflict:

   (a) What impact do our feelings in a conflict have on what happens in a conflict?

   (b) What assumptions (if any) can we make about what feelings we or others will have in a conflict? Will they be the same in every conflict?

   (c) Is it possible to experience strong feelings in a conflict, and be thoughtful at the same time? Or do strong emotions overcome our rational thinking process?

6. Trainer asks group to think of real-life *applications*. Ask participants to look at *Some Feelings* (p. 13) in workbook.

   Ask participants to consider some conflicts they have been in over the past few months — perhaps one in their service project, one personal, one in the community.

One conflict at a time, participants should consider what feelings they had in each conflict. They should (silently) put a check by the feeling words on the list in the workbook for each feeling they had in one of the conflicts. (Some feeling words may end up with several checks.)

SUMMARY

(if group has not already made these points):

"It takes some effort and attention — because we're not used to doing it — to identify what we're feeling in a conflict. We may just assume we feel mad — or assume we feel nothing. We can use our physical sensations to help us identify those feelings.

"If the feelings are very strong, we may react blindly in a conflict. It may be more effective to feel the feelings, but *wait* until we can give some thought to what the conflict is about and what our goals are before we act.

"Feelings are at the heart of conflicts, and if you feel mad in a conflict, that conflict will need to be resolved in a different way than a conflict in which you feel sad. Different feelings provide different and specific information to us."

Some Feelings

accepted
afraid
annoyed
anxious
angry
ashamed
bashful
bewildered
bitter
bored
brave
calm
confident
confused
concerned
defeated
defensive
depressed
detached
disappointed
disgusted
disturbed
eager
ecstatic
edgy
elated
embarrassed
enthusiastic
envious
excited
fearful
foolish
free
frustrated
furious
glum
good
guilty
happy
helpless
high
hopeful
hostile
humiliated
hurt
inadequate
inhibited
intense
intimidated
irritable
jazzed
jealous
joyful
lonely
loving
mean
miserable
needed
neglected
nervous
passionate
peaceful
pessimistic
playful
pleased
pressured
protective
puzzled
rejected
relieved
resentful
restless
sad
sensual
sentimental
sexy
shaky
shy
silly
strong
subdued
tender
tense
terrified
tight
tired
trapped
ugly
uneasy
uptight
vulnerable
warm
weak
wonderful
worried

Credit: Looking Out/Looking In. *3rd ed. Adler and Towne, 1987*

Activity 3

Dealing Effectively with Anger (a 3-segment activity)

Prerequisite: Activity 1 or 2, Section B

Objectives: Participants will identify:

- situations that can "trigger" their anger cycle
- the physical signals our bodies give us when we start to get angry
- strategies for cooling off when angry

Time: 60 minutes

Format:

Segment A - Pairs discussion (10 minutes)
Segment B - Small group drawing (15 minutes)
Segment C - Small group discussion (15 minutes)
All - Large group discussion (20 minutes)

Materials:

Segment A - None
Segment B - One sheet of newsprint with a large stick figure drawn on it for each group of 4 to 5; crayons or markers for each group; tape
Segment C - Newsprint; crayons or markers

INTRODUCTION to All 3 Segments:

"One of the feelings you identified in the last exercise is anger and often it's the overriding feeling we feel in a conflict. Sometimes it is hard to know how to deal with our anger constructively (do we suppress it or explode?). In the next series of activities, we are going to try to get more comfortable with our feelings of anger and figure out how to use them productively in a conflict."

Segment A - Introduction:

"It can be useful to us to know what our individual anger triggers or "buttons" are; that is, situations that we may run into regularly and cause us to get angry. If we can identify these situations in advance, we can see them coming and take appropriate steps to channel our anger constructively."

Segment A - Activity

1. Trainer asks participants to pair up. Direct pairs to take turns talking and listening to each other about a situation with another person that usually triggers his/her anger; i.e., "It really makes me angry when..."

   Emphasize to participants that in this exercise they are to *identify* anger "triggers" or buttons, *not solve* the problems within which the "triggers" occur.

Segment B - Introduction:
"It's *normal* to feel anger. It is nature's way of letting us know that we are in a situation that feels threatening to us. Our bodies give us physical signals — warning signs — that tell us we are getting angry, even before our minds are aware of it. It is not bad to feel anger; the key is to figure out what to do with those feelings."

Segment B - Activity

1. Trainer asks pairs to combine into small groups of 4 or 6.
   Ask participants to remember the anger "trigger" situations they were just discussing and to remember the physical sensations of their anger. (If group did Activity 2 — visualizing feeling sensations — remind them of the sensations they may have experienced then.)

   Each small group will get a piece of newsprint with a large stick figure on it and crayons or markers. All members of the group should contribute to a group drawing depicting what they feel like when they get angry. E.g., if you feel like steam is coming out our your ears, draw that. If your face gets red, draw that. If your stomach is in knots, draw that.

   Encourage them to be creative, and no words should be written on the paper. Groups may take 10 minutes.

2. Trainer asks a spokesperson from each group to present their group's drawing to the large group, and explain it, if necessary. Pictures can be posted on walls.

Segment C - Introduction:
"We've looked at anger triggers and signals. Now we'll look at getting control of our angry feelings before they control us. This does not mean suppressing angry feelings or not allowing ourselves to feel angry — that too is destructive. It *does* mean letting out the feelings in appropriate ways."

Segment C - Activity:

1. Trainer asks same small groups each to create a list (on their newsprint) of at least 10 ways to cool off/channel anger constructively. Emphasize that all group members should contribute ideas, and they do not have to agree on each of the ways (it is just brainstorming).

   Each idea, however, must meet these requirements:

   (a) it must let off steam

   (b) it must not be hurtful to anyone

   (c) it must not make things worse or get anyone in trouble.

   Groups have 10 minutes to create and write up their lists.

2. Trainer asks spokesperson from each group share with the large group some of their ideas. To avoid a lot of repetition, ask succeeding groups just to share ideas that have not already been mentioned. Congratulate the participants on their creative ideas!

FOR ALL 3 SEGMENTS:

Processing/Analysis

In the large group, trainer asks participants for their observations on the anger activities:

(a) Were all of you able to identify an anger "trigger" or "button?"

(b) Was your trigger the same as your partner's?

(c) Thinking about your physical signals of anger, did everyone in your group feel their anger in the same way?

(d) What struck you about the picture you and your group created?

(e) How easy/difficult was it for your group to come up with ways to channel your anger that met those 3 criteria?

(f) Were the ideas on the list you created things that you *actually* do, or things you think you *should* do?

Generalizations

Trainer asks the group to think about the whole sequence of anger activities:

(a) What did these activities tell or remind you about how you deal with anger?

(b) What did you learn or notice about how others deal with anger?

Applications

Trainer asks the group to think about future conflict situations:

(a) Can you imagine needing to use different strategies to deal with anger in different situations? Like what?

(b) In which part of the anger cycle — the trigger, physical signals, or cooling off — do you feel you have the greatest strengths? E.g., "I'm good at...."

(c) In which part of the anger cycle would you like to make some changes or improvements for yourself? What kinds of changes?

SUMMARY

(if group has not already made these points):

"Each of us has our own individual anger triggers, based on our own experience and personality. What triggers one person's anger may not bother another person at all. However, we must *acknowlege* each of our own or others' triggers, and not say, 'well, that *shouldn't* bother me/you.'

"If we want to deal constructively and positively with the situations that trigger our anger, we need to see them coming and/or see them when we're in them, not reacting instinctively, but instead thoughtfully to address the causes of the anger.

"It may not always feel comfortable, but we should take advantage of nature's early warning system to notice when we feel ourselves getting angry. If we notice these signals early on, we can channel our anger productively. If we wait until we explode, we have lost control, and our actions or words may cause the conflict to escalate or deteriorate..

"Each conflict situation is different, so we may have to use different strategies to cool/channel, depending on where we are and who we are dealing with (e.g., if I am home and get angry, I can express my anger in a different way than if I am in my boss's office and get angry.)"

Activity 4

Identifying Interests

Prerequisites: Concepts from Section A (conflict definitions, styles)
Feelings Activity 1, Section B

Objectives: Participants will:
- understand the concept of interests in conflict
- correlate feelings with interests
- identify feelings and interests beneath positional statements

Time: 45 minutes

Format: Small group/Large group discussions

Materials:
- *Interests* list (p. 14) in workbook
- *Positional Statements* worksheet (p. 15) in workbook

Preparation:
- Trainers should be familiar with the concepts of interests and positions.
- The trainers/volunteers who played Characters A and B from Activity 1, Section B should be on hand to review their conflict.

INTRODUCTION:

"Interests are the basic needs that everyone is trying to get satisfied in life: love, power, self-esteem, attention, safety, respect, fun, etc. Everything that everyone does is motivated by these interests. We get into conflicts when we feel we're not getting our needs or interests met. It's not always obvious which interest we're after, so we have to put some thought into identifying our interests."

1. Trainer refers participants to *Interests* list (p. 14) in workbook and asks the group if they can add any interests to the list. Remind them that most often, interests are intangible, and they are always positive. (E.g., some people may want to put "revenge" on the list, but it's not a real interest; it's a negative way of getting some other interest met.)

2. The two characters, A and B, from Activity 1, Section B return. Ask the group to review what their conflict was and what their feelings were.

   Then ask the group to suggest what their interests might have been. Remind the group that, as with feelings, only the people involved know what their interests are, so then have Characters A and B tell the group which interests were on target.

3. Trainer explains that often we start in a conflict by making a *positional statement,* and the challenge is to find the *interest* underneath that. Use Character B's statement as an example: "If I don't get a raise, I'm quitting."

   Ask group to identify first what his feelings were underneath that statement, and then what his interests were (e.g., appreciation, financial security, etc.).

   Ask group to identify positional statements Character A made, then the feelings, and finally what her interests might have been (e.g., privacy, respect, etc.).

4. Trainer asks participants to get into new groups of 3 to 4 (encourage people to get into a group with people they have not interacted with much so far).

   Ask groups to refer to the *Positional Statements* worksheet (p. 15) in workbook. Each person in the group, one at a time, will choose one of the positional statements, read it silently, and imagine what the feeling and interest beneath the statement are.

   Then that person reads the statement to the group, with feeling, and the others tell what they think the feeling and interest are. The speaker can then tell their small group if they were on target.

5. Trainer *processes* activity in large group, first by picking out a couple of the positional statements and asking various small groups to share what they thought the feelings and interests were.
   (a) Did all of the small groups come up with the same feelings and interests for each of the positional statements? If not, why not?
   (b) How easy/difficult was it to identify interests in these statements?

6. Trainer asks group to make some *generalizations* about interests in conflicts:
   (a) What part do interests play in a conflict?
   (b) In real life, how easy/difficult is it to identify our own or others' interests?

7. Trainer asks group to think about some real-life *applications.* Ask participants to return to the *Some Feelings* list (p. 13 in workbook) where they put checks by the feelings they had in several conflicts.

   Ask participants now to think about those same conflicts and identify (silently) their interests in those conflicts.

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SUMMARY

(if group has not already made these points):

"Once we identify our specific feelings, then interests, we can brainstorm different ways to get those interests met — ways that are positive and constructive, not negative or destructive.

"Also, in a conflict, we must look within ourselves *first,* to identify what we need and how we might be able to get it creatively ourselves, before we approach the other person."

Interests

love

safety

friendship

appreciation

relaxation

acceptance

trust

understanding

respect

security

approval

competence

self esteem

consideration

excitement

physical needs (food, shelter, clothing, etc.)

power

control

freedom

fun

comfort

privacy

order

Positional Statements

1. I refuse to attend any more evening meetings.
2. My supervisor is always complimenting Stella, but never says anything to me.
3. You're doing it wrong!
4. Hey, it wasn't my fault. People never tell me anything around here.
5. I'm doing twice as much work as Joe is, and it's just not fair.
6. He never calls when he says he will.
7. If you're late one more time, you can just find your own ride to work.
8. Quit looking at me like that.

Module I

Section C

Section C contains activities that help participants create an individual plan to resolve a conflict *effectively, constructively, and collaboratively:*

- assessing values and goals
- identifying individual sources of power
- decisionmaking in the conflict resolution process
- review/revision of personal goals

Activities

1*	Life Auction (values)	LG game	45 minutes
2*	Sixteen Squares (values)	LG game	45 minutes
3	Sources of Power	LG/SG discuss	45 minutes
4	Making a Plan	individual writing	45 minutes
5	Review/revision of Goals	individual	15 minutes
*pick 1 of these 2		Total 2 hours	30 minutes

LG= Large group SG= Small group PR= Pairs

NOTE TO TRAINER: Activities 1 and 2 both ask the group participants to identify and prioritize their own individual *values and goals* that may be at the heart of some conflicts, and that may impact their choices in how to approach those conflicts. These two activities have slightly different *formats and emphases.* Please choose one that seems most appropriate for your group.

Activity 1: *format* is individual decisionmaking, combined with group interaction; *emphasis* is on choice of the most effective conflict style in attaining one's goal.

Activity 2: *format* is individual decisionmaking; *emphasis* is on individual clarification of values and the impact of priorities on making choices in conflict.

Activity 1

Life Auction

(adapted from the Alternatives to Violence Project, New York, NY and Mediation Network of North Carolina, Chapel Hill, NC)

Prerequisites: Concepts from Section A (conflict styles and definition)

Objectives: Participants will:
- identify goals and values that are important to them
- understand how the importance of a particular goal or value influences the choice of an approach or style in a given conflict

Time: 45 minutes

Format: Large Group "game" and discussion

Materials:
- Newsprint/board and markers/chalk
- An index card for each participant: each card has a different amount of money written on it, ranging from $5,000 to $26,000 (e.g., one card will say "$20,000", another card will say "$5,000," another may say "$15,000," etc.)

INTRODUCTION

"You remember (from looking at the styles chart) that one of the factors that can help us decide which style or approach to use in a conflict is the *goal* that is at stake in the conflict (the other factor is the *relationship*).

"Since we're focusing this on *self-knowledge* in conflict, it may be useful for you to take a few moments to brainstorm *what* goals or values really are important to each of you, and specifically *how* important they are. That is, what's most important to you, what's not that important to you, and what's somewhere in the middle."

1. Trainer asks participants to think for a few moments of the things that are most important to them in their lives — not only material things, but things like love, family, etc. These can be things they already have, or things they would like to have.

   Trainer then asks group to brainstorm a list of all these things out loud — trainer or volunteer will list them on newsprint/board as people call them out. Allow no more than 5 minutes to create this list.

2. Trainer asks for two volunteers to assist. Hand an index card to each of the participants. Tell the group that they will be bidding on the items on the list, and the amount of money written on their index card is how much they have to bid on the items that have been listed.

Tell participants they must bid in multiples of $1,000, and they should keep track of how much money they have. Emphasize to group that they have a finite amount of money to get the things they want, so they will have to prioritize what they really want. They may talk to each other during the bidding, but the trainer should not answer questions about whether they can cooperate or trade with each other.

In the bidding process, one volunteer handles the bidding and one keeps a record of who won what item and how much was paid for it.

Group will have 15 minutes for the auction (in real life, crucial decisions often need to be made quickly).

3. At the end of the auction, trainer asks the group to *process* the results of the auction:
    - (a) How many of you got something you really wanted?
    - (b) How did you feel when you saw the amount of money written on your card?
    - (c) Which conflict style(s) did members of the group use?
    - (d) What feelings did you have during and at the end of the auction?

4. Trainer asks group to make some *generalizations:*
    - (a) In this game, you each had different amounts of money to bring to the auction. In real life, what different assets do people bring to a conflict?
    - (b) In a conflict, which style might you be inclined to use if something really important is at stake? Which style might you use if you don't like the other person?
    - (c) How do people feel if they don't get something that's really important to them?

5. Trainer asks group to think about some real-life *applications:*
    - (a) Could this game be played in a way that allows everyone to have more of what they want? How? What about in real life — how could conflicts be "played" in a way that allows the parties to have more of what they want? Examples?
    - (b) Did anyone try to pool resources to get something that could be shared, like love or peace? If so, how? If not, why not? Could you do that in real life? Examples?

SUMMARY

(if group has not already made these points):

"It's crucial for each of us to be clear about what's important to us in life. In a conflict, it's equally crucial that we be clear about what we are trying to get and where that falls on our list of priorities. That helps us decide how to handle the conflict.

"At the same time, we too often assume that to get what we want, we must compete with the person we're in conflict with. We may in fact be able to pool resources and get things that both of us really want. That's collaboration."

Activity 2

Sixteen Squares

Prerequisites:	Concepts from Section A (conflict definitions and styles)
Objectives:	Participants will: • identify goals and values that are important to them • understand how the importance of a particular goal or value influences the choice of an approach or style in a given conflict
Time:	45 minutes
Format:	Individual writing; Large group discussion
Materials:	• Writing paper and utensils for all • Scissors (optional)
Preparation:	Hand out writing paper and utensils to group at beginning of activity.

INTRODUCTION:

"You remember (from looking at the styles chart) that one of the factors that can help us decide which style or approach to use in a conflict is the *goal* that is at stake in the conflict (the other factor is the *relationship*).

"Since we're focusing this on *self-knowledge* in conflict, it may be useful for you to take a few moments to brainstorm what goals or values really are important to each of you, and specifically *how* important they are. That is, what's most important to you, what's not that important to you, and what's somewhere in the middle."

1. Trainer asks participants to think for a few moments of the things that are most important to them in their lives — not only material things, but things like love, family, etc. These can be things they already have, or things they would like to have.

2. Trainer asks participants to fold their piece of paper in half, then half again, then half again, then half again: the result will be 16 small squares.

   Ask participants to write in each of the squares one of the things they thought to be important to them. Then participants should either cut or tear the paper into 16 individual squares, each with something written on it.

3. Trainer tells participants that s/he will now be collecting 4 squares from each of them; i.e., they must decide which 4 they are willing to give up.

After collecting 4 squares from each person, tell group that they will again need to decide on another 4 squares to give up. This will be repeated until each participant has only 4 squares left, which they may keep.

4. Trainer asks group to *process/analyze* this experience:
   - (a) How easy/difficult was it to decide which squares to give up? Did it get easier or more difficult each time?
   - (b) How did you feel as you gave up the squares?
   - (c) How satisfied are you with the squares you have left?
   - (d) How did you decide what to give up and what to keep?
5. Trainer asks group to make some *generalizations:*
   - (a) In this activity, you each had to give up things that you wanted. In real life conflicts, how do people feel if they have to give up something that's really important to them?
   - (b) In a conflict, which style might you be inclined to use if you were afraid you might lose something really important to you?
6. Trainer asks group to think about real-life *applications:*
   - (a) Think about a conflict you've been in recently. Which of your 16 squares did the conflict involve? Which style did you use in that conflict? Which was more important in that conflict — your goals or the relationship?
   - (b) Which style could you use if you and the other person both had something really important at stake?

SUMMARY
(if group has not already made these points):
"It's crucial for each of us to be clear about what's important to us in life. In a conflict, it's equally crucial that we be clear about what we are trying to get and where that falls on our list of priorities. That helps us decide how to handle the conflict.

"At the same time, we too often assume that to get what we want, we must compete with the person we're in conflict with. We may in fact be able to pool resources and get things that both of us really want. That's collaboration."

Activity 3

Sources of Power

(adapted from Conflict Resolution Skills: A Trainer's Manual, by Lonnie Weiss)

Prerequisites:	Concepts from Section A (conflict styles, definitions, cycle)
Objectives:	Participants will identify: • the sources of power individuals have • the role of power in a conflict
Time:	45 minutes
Format:	Large group/Small group discussions
Materials:	• *Sources of Power* (pp. 17-18) in workbook

INTRODUCTION:

"We've talked about habits and patterns that we have in a conflict. Now we want to focus more on our ability, our power to make *changes* in the way we deal with conflict, to make *choices* in a conflict."

1. Trainer asks participants to think of themselves in a conflict. By raising their hands, answer the following questions:
   (a) How many of you ever feel that you have no choice in a conflict?
   (b) How many of you ever feel powerless in a conflict?
   (c) How many of you believe that the most powerful person in the conflict "wins"?
   (d) How many of you ever feel powerful in a conflict?

2. Trainer asks participants to form small groups (5-7, as diverse as possible). Ask participants to read over *Sources of Power* (pp. 17-18) in workbook, then discuss the questions.

   Trainer may want to clarify that the examples given for the various sources of power reflect the sometimes unjust ways our society allots power. These examples may not be the way we would like things to be, but they reflect the way things are or have been.

3. Trainer gathers participants back into the large group to *process/analyze* the concepts of power and conflict:
   (a) At the beginning of the activity, what did you think "powerful" meant? Has your image of power changed after the small group discussion? If so, how?

(b) Has your perception of your own power changed? If so, how so?

(c) What was your reaction to the people who originally said they felt powerless in conflict? To those who said they felt powerful? Why?

(d) What similarities and differences were there in the sources of power people in your small group identified?

4. Trainer asks group to make some *generalizations* about power and conflict:

(a) How does power affect our choices in conflict?

(b) How do you know whether you have power or not?

(c) How do people use power destructively in a conflict? Constructively?

5. Trainer asks group to think about real-life *applications:*

(a) In a conflict where you thought of yourself as having less power than the other person, what could you do to feel more powerful? How might that affect the outcome of the conflict?

(b) If you become more powerful, what happens to the power of the other person?

(c) How would you use power if you were using the collaborative style?

SUMMARY

(if group has not already made these points):

"When dealing with conflict, our challenges are first, to identify our own sources of personal power and second, to use that power constructively and collaboratively to make choices about how to resolve the conflict effectively.

"We all have *some* power in any given situation. Although we cannot control what others do, we do have the power to choose what we will do.

"With power comes responsibility: I choose what I will think or do, and I am responsible for the results."

Sources of Power

Power is one of our basic interests or needs in life; all of us want to have power in our lives and relationships. Although many people consider power to be threatening, in and of itself, power is neither good nor bad: power can be used to hurt others or to help others.

Power simply means the ability to influence others. There are many sources of power, from brute force to love. And power is a two-way street: your power over me is limited unless I give my permission.

Everyone has power; everyone gives power away. When we define power as influence, we realize that we all influence and are influenced by other people.

Power can be used to dominate others or to enhance our sense of our own power. This list describes some of the many sources of power we may use...and reasons we give power to others.

Formal Authority
Invoking or appealing to "legitimate" power roles: president, police officer, boss, parent.

Reward and Punishment
Giving or withholding approval, love, money, protection: Rewards can increase attractiveness and influence, but coercion can weaken the relationship and the power base.

Personal Power
Charisma: Projecting an internal sense of strength, clarity, integrity, wisdom; often such people are attractive to others who want to be more like them.

Expert Information
Possessing knowlege or abilities that others value: a plumber when you need one; the office secretary.

Money
Possession of wealth or adequate funds: Control of finances, comfort with money.

Physical Appearance:
Fitting socially approved stereotypes of attractiveness: able-bodied, appropriate dress, size.

Race and Class
Of a cultural/social background that perceives iself to be the norm or the ideal: in this society, white and upper/middle class have traditionally had more power than those of other races or classes (but as white upper/middle class becomes a more marked minority in our society, it will be interesting to see how power shifts).

Gender
Having the stereotypical characteristics of one gender or the other: in this society, aggressive (physically or otherwise) males perceive themselves and are perceived as more powerful. In the corporate culture, women who act "like men" advance farther than "feminine" women.

Age
Being perceived or proved to be of a certain chronological age: looking younger than one is may be perceived to be an advantage as one ages; yet you may have to show your ID to get a senior citizen discount. A teenager cannot vote; yet many adults are intimidated by the presence of a group of teens.

Verbal ability
Use of language: effective speaking, emotion-hooking language, some accents are more respected than others.

Numbers
A group is perceived to have more power than an individual: "there is safety in numbers;" people uniting visibly or vocally may exert political or physical power.

Discussion Questions

(a) What are other sources of power?

(b) What are your own (individual) sources of power?

(c) Give examples of when power could not be exerted because it was not acknowleged or permitted by the other (e.g., teenager disobeys parent or teacher; power company ignores 1,000 protesters of a nuclear plant).

(d) How does our individual sense of powerfulness or powerlessness affect the way we react to a conflict?

(e) How do you use your power in a conflict? Do you ever give your power away?

Activity 4

Making an Effective Conflict Resolution Action Plan

Prerequisites: Sections A, B and C

Objectives: Participants will:
- identify variables involved in choosing an effective conflict approach
- become familiar with an effective decison-making process in resolving conflicts
- recognize the importance of choice in the conflict resolution process.

Time: 45 minutes

Format: Individual writing

Materials:
- *Action Plan* worksheets (pp. 20-22) in workbook

INTRODUCTION

"We as individuals have a lot of control over the course that conflict takes, and the results will depend on the quality of our decision making at each point in the conflict. This exercise will give you a chance to make a road map for resolving a conflict effectively."

1. Trainer asks participants to think individually of a particularly troublesome conflict in which they are presently involved or have been involved in the recent past.

   Refer participants to the *Action Plan* worksheets (pp. 20-22) in workbook. They will be filling out the worksheets individually, silently, and one page at a time, for the particular conflict they are thinking of. This will then be their Action Plan for that conflict (or if the conflict is over, it will be an analysis of how they could have handled it perhaps differently or better).

   Remind participants that there are no "right" or "wrong" answers to the worksheets, and that they will not be required to turn them in. The plan is theirs to keep.

   Tell participants that the trainer will give a brief introduction to each page. If they have questions, they should raise their hands and the trainer will come over to consult.

2. Trainer introduces *worksheet #1* briefly, by emphasizing the importance of "choosing your battles" or choosing a conflict approach/style that fits the situation. Participants have about 5 minutes to fill out *worksheet #1*.

3. Trainer briefly *introduces worksheet #2*, by emphasizing the importance of *reframing* in a conflict:
   "Think about the conflict in a different way than you usually do. Let go of blaming, finding fault, finger-point, assuming the worst about the other, and setting up an "I'm right/you're wrong" barrier. Look first within yourselves for answers, power, and choices."

   Participants have about 5 minutes to fill out *worksheet #2*.

4. Trainer *introduces worksheet #3* briefly, by emphasizing the role of power in a conflict:
   "Each of you has the potential to affect in a positive or negative way everyone you come in contact with. You can make choices in every situation. Having choices is power. Using your power gives you responsibility for what happens to you in every situation you are in. You choose how you think and act, and you are responsible for the results."

   Participants have about 5 minutes to fill out *worksheet #3*.

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Action Plan Worksheet #1

Think of a conflict you are in or have been in.

1. Briefly, this is what happened:

2. The other person in the conflict is.....
My relationship with that person is (e.g., work, personal, temporary, new, etc.)...

3. The feelings I have in this conflict are...

4. This conflict affects my daily life in these ways...

5. Is this a relationship I care about or is important to me? ___Yes ___No

6. Will this situation matter tomorrow/a week from now? ___Yes ___No

7. Is something important to me at stake here? ___Yes ___No

Summary:

- If you don't have strong feelings about the conflict (question #3)...
- If it doesn't have much effect on your daily life (question #4)...
- If the answers to questions #5, 6, and 7 are NO...

You may want to consider letting go, moving on.

- If you do have strong feelings...
- If it does have an effect on your daily life...
- If the answers to questions #5, 6, and 7 are YES...

Go on to next page.

Action Plan Worksheet #2

Reframing the Problem

1. The interests/needs I am trying to get met here are...

2. What other experiences from my past (having nothing to do with this conflict) remind me of this problem?

3. What other stresses are going on in my life (having nothing to do with this conflict) that may be affecting my reaction to this situation?

4. How have I already tried to deal with this conflict?

5. What will happen if this conflict doesn't get resolved? (i.e., if things don't change or if things get worse?)

6. Am I willing at this point to make these statements?
    (a) I can make this conflict situation better. _____Yes _____No
    (b) I want to make it better. _____Yes _____No
    (c) I'm willing to try something new. _____Yes _____No

Summary:

- If you answer YES to the statements in question #6, go on to next page.
- If you answer NO to #6, take some time to think, and go back to Worksheet #1.

Action Plan Worksheet #3

Possible Solutions

1. How would I like the situation to be different? What would it look like if it were better?

2. Here are some things I *could* try to make it better (include strategies for cooling off, if anger has gotten in the way of a good resolution):

3. Are there others who could help me make things better? Who?

4. What could they do?

5. How could I get them to help me?

6. Of the options above, these are the ones that I'd be willing to try and that would make things better (not worse):

7. The first thing I'll try is...

8. The second thing I'll try...

9. The third thing I'll try is...

Activity 5

Reassessment of Personal Conflict Resolution Goals

Prerequisite: Section A, Activity 2

Objective: Participants will reassess and revise their personal goals for improving the way they deal with conflict

Time: 10 minutes

Format: Individual writing

Materials:
- Personal Goal slips of paper from Section A
- New slips of paper and writing utensils for all

INTRODUCTION:
"We've looked long and hard in this workshop at ourselves and the way we deal with conflict. We have looked at our conflict experiences in the past and the present, and have started to become familiar with an 'Action Plan' for looking at future conflicts. Each of us has our own work to do to become better at resolving conflicts in an effective, constructive, collaborative way."

1. Trainer asks participants to retrieve the slips of paper on which they wrote their personal goals for improving the way they deal with conflict.

   Ask participants to consider if this is still the area they want to concentrate on for personal change, or if they want to make changes in other ways they think about and behave in conflict.

2. Trainer distributes new slips of paper, and tells participants they can write new or revised goals for dealing with conflict, or they may keep the old goals.

   Remind participants that this information is only for themselves, and it's a reminder they can refer to when conflicts arise.

2

Interpersonal Strategies for Conflict

Section A 111
Section B 133

Module II builds on the material introduced in Module I by focusing on conflict at the interpersonal level. The emphasis here is on attitudes, skills, and behaviors to use with the other individual we're in conflict with. Like Module I, Module II provides an effective, constructive, collaborative approach to resolving a conflict.

The module is divided into two sections.

Section A addresses the *attitudes* and *awareness* an individual must have to initiate a successful collaborative conflict-solving process with another individual:

- strategies that escalate or de-escalate conflict
- personal goals for improving conflict resolution in a relationship
- differences/similarities in conflict cycle components
- levels of trust
- impact of values, cultural/social influences, and perspectives on conflict
- power imbalances

Section B addresses *the skills and knowlege* that this interpersonal collaborative conflict resolution process requires:

- an 8-step conflict resolution process
- anger management
- conflict analysis and planning
- communication skills (receiving and sending messages effectively)
- identifying solutions
- implementation strategies
- review/revision of personal goals

Again, we stress that to maximize the impact of Module II, participants should have been exposed to the concepts in Module I, particularly:

- social and cultural influences
- the conflict cycle
- conflict styles
- the definition of interests
- the conflict resolution planning process

Outline of Module II

Section A

1	Overview of CR	SG/LG discuss	25 min.
2	Personal goals	individual writing	10 min.
3	Patterns in conflict cycle	indiv. writing; LG discuss	30 min.
4	Levels of trust	PR pantomime; LG discuss	45 min.
5	Values and social/cultural influences	indiv. writing; SG/LG discuss	45 min.
6	Power imbalances	SG/LG discuss	45 min.

Total 3 hours 20 min.

Section B

1	8-step CR process	trainer demo; LG discuss	45 min.
2	Dealing with anger	SG discuss; individual demo	45 min.
3	CR homework	individual writing	40 min.
4*	Creature communication	game	45 min.
5*	Elements of communication	LG drawing; LG discuss	45 min.
6	Giving effective messages	SG/LG discuss	25 min.
7	Introduction to listening	LG discuss	20 min.
8**	Listening body language	SG/LG discuss	25 min.
9**	Reflective listening	trainer demo; SG/LG discuss	25 min.
10**	Validating listening responses	trainer demo; SG/LG discuss	30 min.
11**	Reframing in listening	SG/LG discuss	25 min.
12	Brainstorming	LG	20 min.
13	Choosing good solutions	PR/LG discuss	20 min.
14	8-step process in action	SG/LG	60 min.
15	Personal goals review/revision	individual writing	10 min.

*pick 1 of these 2
**pick 2 of these 4

Total 6 hours 30 min.

LG=large group SG=small group PR=pairs

SAMPLE TRAINER INTRODUCTION TO MODULE II

- Welcome
- Introductions
- Goals/Objectives of this Training
- Agenda
- Logistics/Housekeeping
- Norms/Guidelines

See the Trainer's Guide for more detail.

Module II

Section A

Section A addresses the *attitudes* and *awareness* an individual must have to initiate a successful collaborative conflict-solving process with another individual:

- strategies that escalate or de-escalate conflict
- personal goals for improving conflict resolution in a relationship
- differences/similarities in conflict cycle components
- levels of trust
- impact of values, cultural/social influences, and perspectives on conflict
- power imbalances.

Activities

1	Overview of CR	SG/LG discuss	25 min.
2	Personal goals	individual writing	10 min.
3	Patterns in conflict cycle	indiv. writing; LG discuss	30 min.
4	Levels of trust	PR pantomime; LG discuss	45 min.
5	Values and social/cultural influences	indiv. writing; SG/LG discuss	45 min.
6	Power imbalances	SG/LG discuss	45 min.
		Total 3 hours	20 min.

LG=large group SG=small group PR=pairs

Activity 1

Overview of Conflict Strategies

Prerequisite: Module I

Objective: Participants will identify strategies that escalate or de-escalate a conflict

Time: 25 minutes

Format: Small group/Large group discussions

Materials:
- Two pieces of newsprint per small group of 5-7
- Markers for each small group

INTRODUCTION:
"Being in a conflict can be uncomfortable, scary, and confusing — we don't know what will happen or what the end result will be. Sometimes we may be tempted to base our thoughts and actions on what the other person is doing: 'he called me a name, so I'll call him a name,' 'she's not listening to me, so I won't listen to her." That's the *'reactive'* way of dealing with a conflict, and you can see that we really give up a lot of our power in that way.

"Today we're going to focus on being *'proactive'* in a conflict: choosing to think and do those things which will be effective, constructive, and collaborative. We may not be able to control what the other person does, but we do all have power and can make choices in every situation."

1. Trainer asks participants to form small groups of 5-7 (preferably with people they don't know too well).

   Each small group gets two sheets of newsprint and some markers. On *one sheet,* small group members write things that they (or others) have done which made a conflict *better; on the second sheet,* they write things they (or others) have done which made a conflict *worse.*

   Groups have 10 minutes to brainstorm and write.

2. Trainer asks groups to post lists where all can see them. A spokesperson from each group can summarize or clarify their lists to the large group.

3. Trainer asks group to *process/analyze:*
   (a) Which "better" strategies appear on multiple groups' lists? Which "worse" strategies appear on multiple groups' lists?
   (b) Which lists are longer — the "better" or the "worse?" What do you make of that?

(c) Did everyone in your small group agree on what to put on each list?

(d) How easy/difficult was it for your group to create these lists?

4. Trainer asks group to make some *generalizations:*

   (a) Do most people you know usually use the "better" or the "worse" strategies in conflicts?

   (b) Why don't people only do the "better" strategies? What gets in the way?

5. Trainer asks group to think of some real-life *applications:*

   (a) Do your usual conflict strategies fall mostly in the "better" or the "worse" category?

   (b) What would make it easier for you to do the "better" strategies?

   (c) What do you think the result would be in your life if you only did the "better" strategies?

SUMMARY

(if group has not already made these points):

"Most of us know intellectually what the most constructive ways to deal with a conflict are, but in a crisis — in the heat of emotions — we may not always do those things. Today we're going to remind ourselves of the most constructive conflict strategies, and practice them. In the future, you'll need to remind yourselves and each other, until doing 'the right thing' becomes second nature!"

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Activity 2

Personal Goals in the Interpersonal Conflict Resolution Process

Prerequisites: Module II, Section A, Activity 1

Objective: Participants will identify specific goals for improving the way they deal with interpersonal conflict

Time: 10 minutes

Format: Individual writing

Materials:
- Small piece of paper for each participant (may be scrap paper)
- Writing utensils

INTRODUCTION

"If you look at the 'better' and 'worse' lists, all of us can probably identify areas where we already have good conflict resolution skills, and other areas where we'd like to make some improvements. The best way to make a change is to be aware and specific about what change we want to make, and to keep reminding ourselves and practicing the new behavior."

1. Trainer asks participants to think of their conflict interactions with one or two specific people in their lives.

   On a small piece of paper, ask each participant to write a specific goal s/he would like to achieve that would improve his/her conflict interactions with those people.

   Emphasize that this goal should apply to one's interactions with another person, but should focus on changing one's *own* behavior. E.g., "I would like to be a better listener to Frank when we get in a conflict," or "I'd like to stand up for myself more when my boss yells at me."

   Remind participants that this is for their eyes only.

2. Trainer asks participants to fold up the paper, and tuck it away somewhere until the end of the workshop.

Activity 3

Patterns in the Conflict Cycle

(adapted from the Community Board Program, San Francisco, CA)

Prerequisites:	Module I, Section A, Activity 5 (conflict cycle)
Objectives:	Participants will identify: • behavior patterns in a conflict for themselves and others • similarities and differences in those patterns • the impact of these similarities and differences on the conflict
Time:	30 minutes
Format:	Individual writing; Large group discussion
Materials:	• blank *Conflict Cycle* worksheet (p. 24) in workbook • *Conflict Cycle* worksheets participants filled out in Module I • writing utensils

INTRODUCTION:

"We're used to looking at a conflict from our point of view, and that is certainly helpful and necessary. But to resolve a conflict *collaboratively,* we also have to look at a conflict from the other person's point of view, and that can be challenging. We've already looked at the *Conflict Cycle* from our own point of view; now we need to consider the other person's perspective."

1. Trainer asks participants to think of someone they have been or are in conflict with and the specific interactions they've had in that conflict.

   Ask participants to focus now on the *other* person in the conflict, and fill out the *Conflict Cycle* worksheet (p. 24 in workbook) from their point of view.

2. Trainer asks participants to compare the responses they wrote from the other person's perspective to the responses they wrote for themselves in Module I:
   (a) What similarities do you see between your own Conflict Cycle and the Conflict Cycle of the person you're in conflict with? What differences do you see?
   (b) How easy/difficult was it to look at the Conflict Cycle from the other person's point of view?
   (c) Could you look at that person's behavior and thoughts in a neutral way, or did you want to make him/her "the bad guy?"

3. Trainer asks group to make some *generalizations:*
   (a) Do people in the same conflict go throught the Conflict Cycle in the same way?
   (b) How might these differences and similarities between the two people

affect the course and the outcome of the conflict?

4. Trainer asks group to think of some real-life *applications:*
   - (a) How might it be useful for you to know more about the other person's perspectives, beliefs, or feelings in a conflict? Or for them to know more about yours? How could that happen?
   - (b) How might *differences* between people in the Conflict Cycle be useful in a conflict?

SUMMARY

(if group has not already made these points):

"We all come to a conflict with our own unique individual perspectives, habits, expectations, interests, and feelings. It is challenging to try to mesh these perspectives into a process and a resolution that both people feel good about, that are collaborative. The first step is to acknowlege, communicate, and understand our own and the other's perspectives."

Activity 4

Levels of Trust

Prerequisite:	Module I
Objectives:	Participants will: • experience how levels of trust are identified or changed • identify how trust impacts our conflict strategies
Time:	45 minutes
Format:	Pairs pantomime; Large group discussion
Materials:	None

INTRODUCTION:

"We've talked about how differences and similarities of experience, perspectives, and expectations can affect the course of a conflict. *Trust* is another factor that will affect the choices we and the other person make in a conflict."

1. Trainer asks participants to pair up with someone in the group who looks the most physically different from them.

   Each pair's task is to come up with a short, nonverbal pantomime with 3 parts. This "dance" will demonstrate two people in a relationship who:

   (a) at first do not trust each other (what would that look like?)

   (b) then do something to build trust between them (what could they do?)

   (c) finally, have a trusting relationship (what would that look like?)

   Encourage pairs to be as creative as possible. Pairs will have 5 minutes to create and practice their pantomime.

2. Trainer asks for volunteer pairs to demonstrate their pantomimes one at a time in front of the whole group. (Pairs do not *have* to demonstrate.)

3. Trainer *processes* the pantomimes with large group:

   (a) What body language did people use to demonstrate trust or mistrust?

   (b) What kinds of things did you see people doing to build trust?

   (c) Either doing or watching the pantomime, did you have any moments of surprise or puzzlement? When?

4. Trainer asks group to make *generalizations:*

   (a) Can you usually tell if someone trusts you? How?

(b) How do you interact with someone whom you do not trust? Can they tell that you don't trust them? How?

(c) How often are those perceptions right?

(d) How do those perceptions affect the way we treat each other? In other words, how might you interact with someone you *you think* does not trust you?

5. Trainer asks group to think of some real-life *applications:*

(a) How might you act differently in a conflict with someone you trust than in a conflict with someone whom you do not trust?

(b) What are the results of those differences? I.e., how might conflicts where there is more trust turn out differently than conflicts where there is less trust?

(c) If you wanted to build trust in a relationship (i.e., you wanted the other person to trust you more), how could you do that?

SUMMARY

(if group has not already made these points):

"It would be great if we could have conflicts only in relationships where there is mutual trust, but that's not always the case. Sometimes we are in ongoing relationships (family, neighbor, job) where there is mistrust. If we are committed to resolving conflicts in an effective, constructive, collaborative way, we must do what we can to increase the trust in those relationships, and apply our skills, *even if the other person isn't.*" (This concept of being "unconditionally constructive" comes from *Getting Together: Building Relationships As We Negotiate,* by Scott Brown and Roger Fisher.)

Activity 5

Values and Social/ Cultural Influences in Conflict

Prerequisites: Module I, Section A, Activity 3 (social/cultural influences)
Module I, Section C, Activity 1 or 2 (values)
Module II, Section A, Activity 1

Objectives: Participants will:
- identify similar and different values and social/cultural influences between themselves and someone with whom they're in conflict
- learn how values and social/cultural influences can affect the conflict resolution process in a positive or negative way

Time: 45 minutes

Format: Individual writing; Small group/Large group discussions

Materials:
- *Social/Cultural Influences and Values Questionaire* (SCIVQ) on pp. 26-27 in workbook
- Writing utensils

Preparation: Trainer may want to write up the list of small-group discussion questions from step 2 below, and have it visible (or have them on handouts).

INTRODUCTION:

"When you have a conflict with another person, it's easy to think that one person is 'right' and one is 'wrong.' (Usually, we each think *we're* right!) But the reality isn't quite so cut and dried.

"Another way to approach the conflict is to notice the differences and similarities in values and social and cultural experiences between yourself and the other person. If you first acknowlege and understand the *differences* — without judging, attacking, or criticizing — then you can use the *similarities* to work toward resolution."

1. Trainer asks participants to refer to the SCIVQ (pp. 26-27) in workbook. Ask participants to complete it — individually — in about 15 minutes.

2. Trainer asks participants to reform the same small groups they were in for Activity 1, to discuss the worksheets they've completed.

   In the small groups, participants should *process/analyze* the answers on their worksheets, then *generalize:*

   (a) Were you able to identify your own and the other person's social/cultural influences and values? If not, why not?

(b) Thinking of the people you have the most (or the most difficult) conflicts with, do you have more similarities or differences in values and social/cultural influences?

(c) How do these similarities and differences affect what you do and what the other person does in a conflict?

(d) Are conflicts more common between people with different backgrounds and values, or from similar backgrounds and values?

3. Back in the large group, trainer asks the large group to think about some real-life *applications:*

   (a) Can you resolve conflicts effectively with someone whose values or social/cultural influences are different from yours? How?

   (b) If you do not know what the other person's social/cultural influences and values are, would it be useful to find that out? If yes, why? How could you find that out? If no, why not?

SUMMARY

(if group has not already made these points):

"Even in this discussion, not all of us share the same viewpoint, yet all our viewpoints are valid in the context of our own personal experience. In a conflict, we must work to *understand* others' viewpoints, even if we don't agree with them. If we can understand their viewpoint and what is important to them — and if we can make ours clear to them — we can work toward a collaborative solution, in spite of our differences."

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Social/Cultural Influences and Values Questionaire (SCIVQ)

1. What social and cultural influences have had the most impact on the way you deal with conflict?

2. In a conflict, what (if any) incorrect assumptions do people make about you, because of social or cultural generalizations (e.g., "women always cry in a conflict" or "men shouldn't express their feelings")?

For the following questions, think about one or two specific people you have had conflicts with.

3. What social and cultural influences may have had an impact on the way that person deals with conflict?

4. What similar social and cultural influences do you share with this person?

5. What values do you share with this person?

6. What social and cultural influences are dissimilar between you and the other person?

7. How do your values differ?

Activity 6

Power Imbalances in Conflict

(adapted from* Conflict Resolution Skills: A Trainer's Manual, *by Lonnie Weiss)

Prerequisite: Module I, Section C, Activity 3 (power)

Objectives: Participants will identify:
- how power imbalances impact the course of a conflict
- strategies to balance power

Time: 50 minutes

Format: Small group/Large group discussions

Materials:
- *Power Imbalances in Action* Discussion Sheets (pp. 28-33) in workbook
- Writing utensils

INTRODUCTION:

"Power is another factor that affects the way we think, feel, and act in a conflict. We all need to feel that we are powerful enough to make good choices, and at the same time, not misuse our power. In a conflict with another person, we must also be aware of the other person's perceptions of power (ours and theirs)."

1. Trainer asks participants to divide into new small groups (4-6) and turn to the *Power Imbalances in Action* discussion sheets (pp. 28-33) in workbook. (NOTE: If trainers want to develop other power imbalance situations that are more specific to their group, feel free to do so.)

   Assign each small group a different one of the first four scenarios. Ask them to read their scenario, and discuss the questions that follow on that page. Remind the groups that they do not have to reach consensus and should treat differing opinions with respect.

   Each group should make a brief summary of their story and their discussion for the large group.

2. Trainer reconvenes the large group to process/analyze the power imbalances in the stories:
   - (a) What were your characters' sources of power?
   - (b) On which discussion questions did your group have the most agreement? On which questions was there disagreement?
   - (c) How easy/difficult was it to imagine ways to balance power in your story?

3. Trainer asks group now to look at *Power Imbalances worksheet #5* (pp. 32-33 in workbook). This is an individual thinking and writing process about a power imbalance in a conflict in their own lives.

   Tell participants they have about 10 minutes to complete the questions.

4. Trainer asks the group to make some *generalizations* on power imbalances in conflict, based on the 4 stories, and their own story:
   (a) If a person in a conflict perceives that s/he has more power than the other person, what conflict style might they be inclined to use?
   (b) If you perceive that you have less power than the other person, what conflict style might you be inclined to use?
   (c) Why should anyone with more power try to equalize the power in a conflict? What would motivate them to work collaboratively?
   (d) Are there "good" and "bad" ways of equalizing power?

5. Trainer asks the group to think about some real-life *applications:*
   (a) What successful strategies have you used to work out a conflict collaboratively where there was a power imbalance?
   (b) What are the risks or roadblocks of trying to equalize power and work collaboratively in a conflict? How could you overcome those?

SUMMARY

(if group has not already made these points):

"In conflicts, one of us may perceive ourselves as not having as much 'power' as the other, and it may look like that power imbalance will determine who 'wins' the conflict. In fact, though, we all have different sources of power *and* we allow people at times to have power over us (we may give our power away).

"Power is not a limited commodity: we can share it, pool it, increase it, and use it together to resolve conflicts effectively, constructively, and collaboratively. It may be helpful in a conflict to equalize the perceptions of the parties' power, so that we are working together as partners. And, of course, if we are committed to a *collaborative* conflict resolution process, we will use our power to see that both parties 'win.'"

Power Imbalances In Action #1

Read the story and answer the questions that follow. First think of your own answer, then discuss as a group.

SUSAN AND GREG

Susan is sitting in the living room preparing a report for an important project at work. Greg, her 15-year-old son, walks through the room eating an apple. Susan asks Greg to sit down a minute because she wants to talk with him about the call she's received from school reporting his truancy. Greg takes a long look at her, tosses the apple in the air, catches it behind his back, takes a bite out of it, and strides out of the house.

1. What power resources does Susan have? How does she use them?
2. What power resources does Greg have? How does he use them?
3. To what extent is power balanced in this story?
4. What could Susan do to establish a greater balance of power? What could Greg do? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances In Action #2

Read the story and then answer the questions that follow. First think of your own answers, then discuss as a group.

THE OFFICE

The accounting firm of Ritchie, Strong, and White consists of five partners, seven assistants, and three clerical people. The partners are all men, about 40 years old; four are white and one is Latino. Most of the assistants are white women; there is one Latina, and one white man. The assistants are in their late 20s or 30s. The clerical workers are three women of color, one just out of high school and two in their 50s.

Whenever one of the partners has work to be typed or calls to be placed, the assistants' work automatically gets bumped back to a lower priority. One of the assistants, Mr. Pierce, always blows up at Mrs. Adams, a clerical worker, when she tells him she can't get to his work because she's working for a partner. Mrs. Adams doesn't appreciate this, and has started routinely to put Mr. Pierce's work at the bottom of her tray, even if she's not working for a partner. Last week, Mr. Parker, one of the partners, chastised Mr. Pierce because of his low productivity.

1. What are Mr. Pierce's power resources? How does he use them?

2. What are Mrs. Adams' power resources? How does she use them?

3. What are Mr. Parker's power resources? How does he use them?

4. To what extent is power balanced in this story?

5. What could Mr. Pierce, Mrs. Adams, or Mr. Parker do to establish a greater balance of power? What would motivate each of them to do that? (I.e., why should they?)

Power Imbalances In Action #3

Read the story and then answer the questions that follow. First think of your own answers, then discuss as a group.

ROY AND FRANCES

Roy and Frances are AmeriCorps members who work on the same service project, rehabilitating vacant old school buildings. Roy is just out of high school, where he was a star football player, but his low grades kept him from accepting an offer to play ball at State. Frances has had two years at an expensive, private college, where she majored in literature, and is taking a year off to earn money for tuition.

Mary Elkin, their supervisor, assigned Roy and Frances as partners. There is a lot of heavy lifting, as all the old fixtures, furniture, and panels are taken out, and Roy inevitably does most of the physical labor. Frances spends more of her time talking with Ms. Elkin about the plans for the future use of the building, visualizing which rooms might be put to what use.

Roy came in one sweltering morning to see a room full of file cabinets which had to be moved. When Frances came in about a half-hour later, he said in a sarcastic tone, "Well, Miss Fancy-pants, which file cabinet do you want to start with?" Frances looked at him like he'd lost his mind, and went to talk to talk to Ms. Elkin about Roy's rudeness.

1. What are Roy's power resources? How does he use them?

2. What are Frances's power resources? How does she use them?

3. To what extent is power balanced in this story?

4. What could Roy or Frances do to establish a greater balance of power? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances in Action #4

Read the story, and then answer the questions that follow. First think of your own answers, then discuss as a group.

THE SITE

Edgar Smalley, a retired elementary school principal, is an AmeriCorps member assigned to an individual service project at a busy afterschool program. His job is to assist the three lead teachers, who have groups of children from ages 4 to 6, 7 to 9, and 10 to 13. Edgar has worked hard to implement activities that he had used successfully at his school.

Nancy Franco, the lead teacher of the 7 to 9 group, is not long out of college, and has even intimated to Edgar that she took this job only because she's waiting to get another one in her field of business. But Nancy takes her role of supervisor seriously, and has rebuffed Edgar's efforts to change the format of her group's activities.

Edgar is getting tired of Nancy's attitude, so he has started spending more time with the other two groups.

1. What are Edgar's power resources? How does he use them?

2. What are Nancy's power resources? How does she use them?

3. To what extent is the power balanced in this story?

4. What could Edgar or Nancy do to establish a greater balance of power? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances in Action #5

This is a story from your life! Think of a conflict you were/are in where it seemed that one person had a lot more power than the other. Answer the following questions. These answers are just for yourself, and will not be shared.

1. Who was in the conflict and what was the relationship between you?

2. On the surface, which of you seemed to have the most power?

3. For the "more" powerful person, what were his/her sources of power?

4. For the "less" powerful person, what were his/her sources of power?

5. Did either person try to equalize or balance the power? How?

6. How did the conflict end?

7. How did the difference in perceived power affect the way the conflict ended?

8. Could the person with "less" power have done anything else to balance the power in a positive way? What?

9. Could the person with "more" power have done anything else to balance the power in a postive way? Why should they?

Module II

Section B

Section B addresses the *skills and knowlege* that this interpersonal collaborative conflict resolution process requires:

- an 8-step conflict resolution process
- anger management
- conflict analysis and planning
- communication skills (receiving and sending messages effectively)
- identifying solutions
- implementation strategies
- review/revision of personal goals

Activities

1	8-step CR process	trainer demo; LG discuss	45 minutes
2	Dealing with anger	SG discuss; indiv. demo	45 minutes
3	CR homework	individual writing	40 minutes
4*	Creature communication	game	45 minutes
5*	Elements of communication	LG drawing; LG discuss	45 minutes
6	Giving effective messages	SG/LG discuss	25 minutes
7	Introduction to listening	LG discuss	20 minutes
8**	Listening body language	SG/LG discuss	25 minutes
9**	Reflective listening	trainer demo; SG/LG discuss	25 minutes
10**	Validating listening responses	trainer demo; SG/LG discuss	30 minutes
11**	Reframing in listening	SG/LG discuss	25 minutes
12	Brainstorming	LG	20 minutes
13	Choosing good solutions	PR/LG discuss	20 minutes
14	8-step process in action	SG/LG	60 minutes
15	Personal goals review/revision	individual writing	10 minutes

*pick 1 of these 2
**pick 2 of these 4

Total 6 hours 30 minutes

LG= Large group SG= Small group PR= Pairs

Activity 1

Eight Steps to Effective Conflict Resolution

Prerequisites:	Module I, Section A, Activities 5 (conflict cycle) and 7 (conflict styles)
Objectives:	Participants will: • review effective and ineffective strategies in conflict • learn the 8-step conflict resolution process
Time:	45 minutes
Format:	Trainer demo; Large group discussion
Materials:	• *8-Step Conflict Resolution Process* (pp. 35-36) in workbook
Preparation:	Two trainers (and/or volunteer from group) should prepare a brief, two-character conflict role play to demonstrate resolving the conflict using the 8-step process.

1. Trainer refers participants to the *8-Step Conflict Resolution Process* (pp. 35-36) in workbook. Tell them they will be seeing a demonstration of the process, and they should follow along on that page to identify the steps as they are demonstrated.

   Characters use the steps of the process to resolve their conflict.

   Ask the group to *analyze* the conflict:

   (a) Looking at the 8-step process, describe each of the steps you saw.

   (b) What parts of the Conflict Cycle did you notice?

   (c) What results did/will the characters get at the end?

2. Trainer asks group to look at the 8-step conflict resolution process page and make some *generalizations:*

   (a) Which steps might people already do or find easy to do?

   (b) Which steps might people find particularly difficult or different from the way they usually handle a conflict?

   (c) What would motivate people to resolve conflicts the second way instead of the first?

3. Trainer asks group to think of some real-life *applications:*

   (a) In what kinds of conflict situations might you feel comfortable using this process? Why?

   (b) Are there conflict situations where you think this process might be difficult or not work? Why?

(c) What would you need to change in order to use this process in those difficult situations?

SUMMARY

(if group has not already made these points):

"This is the collaborative conflict resolution process. As you probably know, this is not the way most people resolve conflicts, and you've mentioned some of the reasons that they don't. One reason people don't use this process is because they're not familiar with it. That will certainly not be the case with this group by the end of this workshop. We will ask you to practice each step, and by the end of the session, you'll put them all together.

"Then it will be up to you to put the steps into practice in real life."

8-Step Conflict Resolution Process

Step One: Deal Effectively with Anger

- You can't negotiate a good agreement if you and/or the other person are too angry to think straight or if you don't ackowledge your feelings.

Step Two: Do Your Homework (think before you approach)

- How does this conflict affect each of us?
- What interests or values are at stake here for each of us?
- What prejudices or assumptions do we each have about the other?
- What approach or style would be best here (avoid, compete, collaborate, etc.)?
- If I want to collaborate, what would be the right time and place to initiate that?

Step Three: Set a Positive Tone

- Invite the other person to negotiate. ("Could we talk?")
- State positive intentions. ("I'd like to make things better between us.")
- Acknowledge and validate the other person. ("I can see this is difficult for you, too." "Thank you for working with me on this.")

Step Four: Use Ground Rules (they may be stated or unstated)

- One person talk at a time.
- Work to improve the situation.
- Stay calm.

Step Five: Discuss and Define the Problem

- One at a time, each person shares issues and feelings.
- Use effective listening and speaking techniques.
- Identify interests and needs.
- If necessary, discuss assumptions, suspicions, and values.
- Summarize new understandings.

Step Six: Brainstorm Possible Solutions

- Each person contribute ideas to satisfy interests and needs.
- Don't criticize or evaluate ideas yet.
- Be creative.
- Use "I can..." or "We could..." rather than "You should..." or "You'd better..."

Step Seven: Evaluate and Choose Solutions

- Solutions should be:
  a) mutually agreeable
  b) realistic
  c) specific
  d) balanced
- Solutions should address the main interests of both parties.

Step Eight: Follow Up

- Check back with each other at an agreed-on time and date.
- If the agreement isn't working, use the same process to revise it.

Activity 2

Dealing Effectively with Anger

(step 1 of the conflict resolution process)

Prerequisites:	Module II, Section A, Activity 4 Module II, Section B, Activity 1
Objectives:	Participants will identify strategies for: • recognizing and channeling their own anger • helping the other person in the conflict do the same
Time:	45 minutes
Format:	Individual awareness and demo; Small group/Large group discussions
Materials:	None
Preparation:	Trainer may wish to put the small group tasks on newsprint or handouts.

INTRODUCTION

"The goals of dealing effectively with anger in an interpersonal conflict are:

(a) to feel our anger enough (not suppress it) to pay attention to its message

(b) to channel it so that we stay in control of our actions

(c) to help the other person in the conflict do the same

"Our relationship with anger is a result of our individual lifetimes of experience. Obviously that differs from person to person; so the process of dealing with anger effectively will also vary from person to person."

1. Trainer asks participants to divide into small groups (4 people, diverse, if possible).

   Each person in small group should *tell* and/or demo briefly:

   (a) "My most effective way to cool myself down when I get angry" (e.g., taking deep breaths, or running around the block, etc.)

   (b) "How those around me can tell when I'm getting angry" (e.g., demo the expression or physical gestures they use when they're angry)

   (c) "How I want to be treated when I get angry"

2. Trainer asks participants, still in their same small groups, to think (silently) of one particular person with whom they have an ongoing relationship and with

whom they get into conflicts. Silently they should try to identify the person's values, habits, and social/cultural influences in dealing with conflict.

Without naming who this person is, group members, one at a time, should tell briefly:

(a) "How I can tell when that person is getting angry"

(b) "What style or approach that person uses most often"

(c) "How I can help that person cool off when we're in a conflict, or (if they tend to suppress anger) how I can help them express their anger safely"

3. Trainer gathers large group together, and asks participants to *process/analyze* their discussions:

   (a) How many different ways did people in your group have for cooling themselves down?

   (b) What were some different ways people in your group wanted to be treated when they get angry?

   (c) Thinking about the other person with whom you may be in conflict, how easy/difficult was it for you to answer the questions about how they deal with conflict?

   (d) Were there people in your group — or people you talked about — who seem never to get angry? What do you make of that?

4. Trainer asks group to make some *generalizations* about anger in conflict:

   (a) How does the way one person in a conflict deals with anger interact with the way the other person deals with anger?

   (b) How does anger impact a conflict? Or how do differences in the way people deal with anger affect a conflict?

5. Trainer asks group to think about real-life *applications:*

   (a) Based on your thoughts and discussions here, what's your first strategy for dealing with your own anger when you get in a conflict?

   (b) Do you know how others you may have conflict with want to be treated when they get angry? Do they know how you want to be treated when you get angry?

   (c) If not, would that be useful information? How could you/they get it?

   (d) Why should you help the other person cool off?

SUMMARY

(if group has not already made these points):

"Especially when we are in an ongoing relationship with someone (whether we like them or not, whether it's work, family, community) and conflicts occur, it's useful for us to figure out in advance how we will deal effectively with our own and the other person's anger. We need to pay attention to the signals we get from ourselves and the other person, and communicate to each other about how we can help each other cool off."

"We all need to reach the same goals (a,b,c above) to achieve an effective, constructive, collaborative conflict resolution process, but we also need to acknowlege individual ways of reaching them."

Activity 3

Doing Your Conflict Homework

(step 2 of the conflict resolution process)

Prerequisites: Module I, Section B, Activity 4 (interests)
Module II, Section A, Activity 1

Objectives: Participants will:
- assess what interests and information each party in a conflict may have
- identify the most appropriate approach to resolve a specific conflict

Time: 40 minutes

Format: Individual writing

Materials:
- *Your Conflict Homework* (p. 37) in workbook
- Writing utensils

INTRODUCTION

"The effective, constructive, collaborative approach to conflict resolution is not a 'seat of your pants' approach — it requires thought and planning. For most of us, that means we have to slow down our and the other person's response time; i.e., buy time until we cool off and figure out what the conflict is really about and the best way to approach it.

"In a sense we must become detectives, to gather as much preliminary information as possible from both perspectives, about values, feelings, and interests."

1. Trainer refers participants to *Your Conflict Homework* worksheet (p. 37).
   - Ask them to think of a specific interpersonal ("one on one") conflict they are or have been involved in that is/was particularly difficult. Their answers to the worksheet questions should be based on that conflict. Remind participants that when they fill these worksheets out, there are no "right" or "wrong" answers, and they will not have to share what they write.
   - Ask participants to write the answer to question #1. Answers should be as specific as possible, but they may have to use their imaginations to identify the effects on the other person.
   - If necessary, review briefly the concept of "interests," then ask participants to write answers to question #2.
   - As they move to question #3, remind participants that "prejudices" or "assumptions" are often negative thoughts about the other in a conflict and are not necessarily based on facts, yet impact the way we treat each other in a conflict.
   - Before they move to question #4, briefly review the five basic conflict reso-

lution styles or approaches, if necessary. Remind participants that each style is appropriate in certain situations, and each style has its advantages and disadvantages.

- As they move to question #5, remind group that if one is going to try collaborative conflict resolution with someone, setting it up is just as important as the negotiating itself. Give a couple of examples (or ask group to give examples) of times, places, and approaches that are positive (not distracted, private, calm) and negative (at end of long day, in public, shouting).

2. When group has finished the worksheet, trainer asks them to process:
    (a) Which questions were the easiest to answer? Which were the hardest?
    (b) How do you get information about the other's perspectives?
    (c) Which style did you choose for this conflict? Why?
    (d) From the sound of people's answers to the above, did everyone have the same answers to the "homework?" What do you make of that?

3. Trainer asks group to make some *generalizations* about the "homework" step:
    (a) How many people do you think actually do this step?
    (b) What might prevent people from doing this "homework?"
    (c) What might motivate you to do this step? What benefits might you get?

4. Trainer asks group to think about real-life *applications:*
    (a) What would you do if you tried a collaborative approach and the other refuses?
    (b) What do you do if you're in a conflict situation where you don't have time to do your homework?

SUMMARY

(if group has not already made these points):

"As we mentioned before, forming new habits to replace longstanding old habits isn't easy and it isn't quick. So there will be parts of this process that may stump you at first, and you may get impatient. If the other refuses your first invitation to collaborate, don't use that as an excuse to retaliate or jump immediately to competing or avoiding. Gather more information, and issue the invitation again. As with learning any new skill, the more you practice, the better you get."

Your Conflict Homework (Think before you leap)

Think of a specific conflict with another person, and answer these questions about it.

1. How specifically does this conflict affect each of us?

   Me:

   The other:

2. What interests or values are at stake here for each of us?

   Me:

   The other:

3. What prejudices or assumptions do we have about each other?

   Me:

   The other:

4. What approach or style would be best here (avoid, compete, collaborate, etc.)?

5. If I choose to try the collaborative conflict resolution process, what would be the best time and place to approach the other person?
   Time:

   Place:

NOTE TO TRAINER: Activities 4 and 5 both ask group participants to identify which factors can affect the *communication process* in a conflict, either in a positive or a negative way. These two activities are in different *formats*, with slightly different *emphases*. Please choose *one* that seems most appropriate for your group.

Activity 4: *Format* is an experiential, small group fantasy interaction, followed by large group discussion; *emphasis* is on creative, physical demonstration of communication factors.

Activity 5: *Format* is brief trainer lecture, followed by the creation of *murals* by large group, then large group discussion; *emphasis* is on identifying communication factors in both verbal and nonverbal ways.

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Activity 4

Creature Communication

(steps 3 and 5 in the conflict resolution process)

(adapted from Community Board Program, San Francisco, CA)

Prerequisites:	None
Objectives:	Participants will: • experience differences in communication styles • identify how differing communication styles can affect a conflict
Time:	45 minutes
Format:	Small group activity; Large group discussion
Materials:	• Handouts describing Planets A, B, C, and D (participants should see only the handout describing their own planet)

INTRODUCTION

"Communication is at the heart of the interpersonal conflict resolution process. It involves both sending and receiving messages. Communication also takes place on two levels: *content information* is exchanged, and the *relationship* between the two people is expressed in every communication.

"Your initial communication or invitation to the person you're in conflict with sends them a message about your intentions. As you continue to communicate in the process, you have to be both an effective sender and an effective receiver of information."

1. Trainer divides participants into four groups (A, B, C, and D).

   Tell groups to imagine that they are all from different planets and will be visiting each other. Give each group the handout describing its planet and communication style. Groups should be physically separate enough that each group can practice its communication style without the other groups seeing or overhearing. Make sure all groups are familiar with their planet and style before starting the "visits."

2. Trainer tells groups that half their members will *visit* another planet, and half will *host* visitors from another planet. During the visit, planet members will try to talk to each other about their respective planets. Remind the planet members to communicate in their particular style.

   The visits will be thus: A visit B, B visit C, C visit D, D visit A. The visit should last only 3-4 minutes; then announce the next visit.

3. Trainer tells groups that now the members who were visiting before will host, and vice versa.

   The visits will be thus: A visit C, B visit D, C visit A, D visit B. Again after 3-4 minutes, call a halt to the visits, and have the participants come back to the large group.

4. Trainer asks participants to *process/analyze* their experiences:
   - (a) How would you describe the creatures you encountered? (Point out if their descriptions tend to be negative — we often disparage those who are different from ourselves.)
   - (b) What made it difficult for you to communicate with the different creatures?
   - (c) How did you make it easier?

5. Trainer asks participants to make some *generalizations* about communication:
   - (a) What are different communication styles that we on earth use?
   - (b) Which communication styles or elements might affect a conflict in a positive way? Which might affect conflict in a negative way?
   - (c) What are the effects of positive, effective communication in a conflict? (e.g., people feel understood, feel good about the other person, learn new info, etc.).
   - (d) What are the effects of destructive, ineffective communication in a conflict? (people feel frustrated, engenders mistrust, etc.)
   - (e) Why doesn't everyone use positive, effective communication?

6. Trainer asks participants to think of some real-life *applications:*
   - (a) Are there elements in your own communication style that might have a negative impact on conflicts you're in? Like what?
   - (b) What are some elements in your style that usually have a positive impact on conflicts?
   - (c) How would you like to change your communication style?
   - (d) How can you deal with someone who has an ineffective or negative communication style?

SUMMARY

(if group has not already made these points):
"Communication is more complex than we might think, especially in a conflict with someone we don't like or understand.

"We have choices to make about how we communicate: we can be proactive, seeking to improve our communication style, even if the other person in the conflict doesn't, or we can be reactive, letting the other person's negative or destructive habits control the course of the conflict."

Creature Feature - Planet Descriptions

Planet A
The creatures from your planet speak softly and feel highly insulted if asked to repeat anything. In order to hear well, you stand very close to the creature you're talking to.

Planet B
The creatures from your planet illustrate everything with enormous hand and arm gestures. In order to have enough room to do this, you stand very far apart when talking (about 8 to 10 feet away from the creature you're talking to).

Planet C
The creatures from your planet can communicate only when your back is touching the back of the creature you're speaking with. Before you begin speaking, you must turn so that your back touches the other creature's back.

Planet D
The creatures from your planet can talk only when you have direct eye contact with the other creature. If the other creature looks away, you must stop talking until you can look into the other creature's eyes.

Activity 5

Elements in the Communication Process

(steps 3 and 5 of the conflict resolution process)

(adapted from* Conflict Resolution Skills: A Trainer's Guide, *by Lonnie Weiss)

Prerequisites:	None
Objectives:	Participants will identify: • the elements of the communication process • the factors that affect the effectiveness of communication • the effects of good and poor communication in a conflict
Time:	45 minutes
Format:	Lecture; Large group drawing; Large group discussion
Materials:	• Diagram of Sender >>>>>Message>>>>>Receiver on Newsprint or Board • Large mural paper or newsprint on wall or large chalkboard • Markers or chalk

INTRODUCTION

"Communication is at the heart of the interpersonal conflict resolution process. It involves both sending and receiving messages. Communication also takes place on two levels: *content information* is exchanged, and the *relationship* between the two people is expressed in every communication.

"Your initial communication or invitation to the person you're in conflict with sends them a message about your intentions. As you continue to communicate in the process, you have to be both an effective sender and an effective receiver of information."

1. Trainer shows diagram to group:

   noise
   Sender>>>>>>Message>>>>>>Receiver
   noise

   Ask group to give examples of "noise" that can get in the way of the message being received as sent in a conflict. Record on newsprint on wall.

2. Trainer tells participants that they will be creating two murals — big group drawings. On one wall they should draw what *effective, constructive, collaborative* communication in a conflict consists of or looks like. On another wall they should draw what *ineffective or destructive* communication in a conflict looks like. They should use few, if any words. They will have 20 minutes for both murals.

3. At the end of the 20 minutes, trainer asks participants to stop and to take a look at both murals, then in the large group *process* the results:.
    - (a) What kinds of things stand out in the "effective communication" mural? What are the elements you see?
    - (b) What kinds of elements do you see in the "ineffective communication" mural?
    - (c) Is there anything in either mural that you don't understand, that isn't clear? What?

4. Trainer asks group to make some *generalizations* about communication:
    - (a) What are the effects of positive, effective communication in a conflict? (e.g., people feel understood, feel good about the other person, learn new info, etc.).
    - (b) What are the effects of destructive, ineffective communication in a conflict? (people feel frustrated, engenders mistrust, etc.)
    - (c) Why doesn't everyone use positive, effective communication?

5. Trainer asks group to think of some real-life *applications:*
    - (a) Which, if any, elements of your own communication style appeared in the "ineffective" mural? How might they impact conflicts you're in?
    - (b) Which elements of your communication style appear in the "effective" mural? What happens when you use those in a conflict?
    - (c) Which, if any, elements in the "effective" would you like to add to or improve in your communication style?
    - (d) How can you deal with someone who has an ineffective communication style?

SUMMARY

(if group has not already made these points):
"Communication is more complex than we might think, especially in a conflict with someone we don't like or understand.

"We have choices to make about how we communicate: we can be proactive, seeking to improve our communication style, even if the other person in the conflict doesn't, or we can be reactive, letting the other person's negative or destructive habits control the course of the conflict."

Activity 6

Giving An Effective Message

(steps 3 and 5 in the conflict resolution process)

Prerequisites: Module II, Section B, Activity 1
Module II, Section B, Activity 3
Module II, Section B, Activity 4 or 5

Objectives: Participants will:
- identify effective and ineffective ways of sending a message
- practice giving effective messages

Time: 25 minutes

Format: Large group discussion; Small group practice

Materials:
- Newsprint or board to write on
- Markers or chalk

INTRODUCTION:

"If you choose to be proactively collaborative, you'll probably be the one to initiate the interpersonal conflict resolution process. That is, you'll have to issue an invitation, which is step 3 of the process. The invitation is a way of sending the other person two pieces of information: first, that you are *sincere* in your wish to make things better, and second, that their participation is *voluntary* — they also have a choice about whether to be collaborative or not. The way you issue the invitation — the way you send this message — has a great deal to do with their response.

"Later, when you get to step 5 in the process, you'll have to send some crucial information to the other person: what your feelings, interests, and perspectives are. Again, the way you send this message has a big impact on how well they understand your message and how they may respond."

1. Trainer asks group to think about how people send messages. Specifically, ask them to consider the following two situations. Write down responses to (a) in one column and to (b) in another.
   (a) Someone comes to you and wants you to do something for them or to change something you're doing. What could they say or do that would make you really *not* want to do what they want?
   Ask group then to summarize these "ineffective" ways of sending messages.
   (b) You go to someone and want to get them to do something for you or to change something they're doing. What could you do or say that would make them *want* to listen to you or work with you?
   Ask group then to summarize these "effective" ways of sending messages.

2. Trainer asks participants to divide into groups of three. Their task will be to practice, one at a time, giving an effective message.

   - Remind the participants that they are not going through the whole conflict resolution process, but just *steps 3 and 5:*

   Step 3 - issuing an invitation

   Step 5 - giving your point of view in a way that the other can hear and that won't make the other defensive or angry.

   - Ask participants to think of someone they have had a conflict with. Each person in the small group takes a turn pretending to issue an invitation (step 3) to that person to collaborate, using another person in the group as a stand-in for the person they're really having the conflict with.
   - Then if the receiver accepts, the sender gives his/her perspective (step 5), using the effective ways of speaking listed before. *The listener should not respond,* but instead notice how what the speaker is saying makes them feel. The other two in the group should also observe how the message is being given.
   - Once the speaker has finished the message, the third person in the group gives *feedback* on how effective it was and whether it could be improved. All three should have a chance to be the speaker.

3. Trainer gathers the large group together to *process* this exercise:
   (a) What happened? How effective were your messages?
   (b) What felt comfortable and what felt awkward?
   (c) What did you notice about the messages that were sent in your group?

4. Trainer asks group to make some *generalizations* about sending effective messages:
   (a) What seems to make the most difference in how people respond to a message?
   (b) What gets in the way of sending an effective message?
   (c) How might the elements of trust and power affect the way you send your message?

5. Trainer asks group to think about some real-life *applications:*
   (a) Can you send an "effective message" and still be assertive (not like you're walking on egg shells)? How? Examples?
   (b) What if the other person keeps sending you *ineffective* messages (like blaming, accusing, etc.)? When do you stop being collaborative and

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constructive, and start using their style? E.g., when is it OK to start calling names or being destructive? *(Note to trainer:* this is a kind of "trick" question: we maintain that it is never OK to use destructive or ineffective tactics, but it should be interesting to hear what the group has to say.)

SUMMARY

(if group has not already made these points):

"Sending an effective message is hard work, and it may not feel 'natural' or comfortable until we have tried it out in lots of situations. Continuing to practice effective messages *even when it's difficult or uncomfortable* or even when the other person is not sending effective messages is another part of being *proactive* in the *choice* of using effective, constructive, collaborative conflict resolution."

NOTE TO TRAINER: Activities 7, 8, 9, 10, and 11 all hone participants' *listening* skills, which are crucial in step 5 of the conflict resolution process. These activities start with an overview of listening concepts in Activity 7, and increase in complexity thereafter.

All groups should include Activity 7, the overview. After that, please select two of the listening activities 8 - 11 that are most appropriate for your group's experience and expertise.

Activity 7: *Introduction to listening*

Activity 8: *Listening body language*

Activity 9: *Reflective listening*

Activity 10: *Validating/empathy in listening*

Activity 11: *Reframing listening responses*

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Activity 7 Introduction to Listening

Prerequisite: Module II, Section B, Activity 1

Objective: Participants will identify the goals, levels, and skills of listening

Time: 20 minutes

Format: Trainer lecture; Large group discussion

Materials:
- Illustration of *Chinese character for "listening"* (p. 38) in workbook

1. Trainer refers participants to the *Chinese character for "listening"* (p. 38) in workbook.

   Ask group which elements we use most.

   Ask group what would be the result of using all the elements, of being the most effective listener possible? (Answers: you get information, clarity, reassurance, trust, the other person may cool off, feel empowered, understand themselves better)

INTRODUCTION TO LISTENING

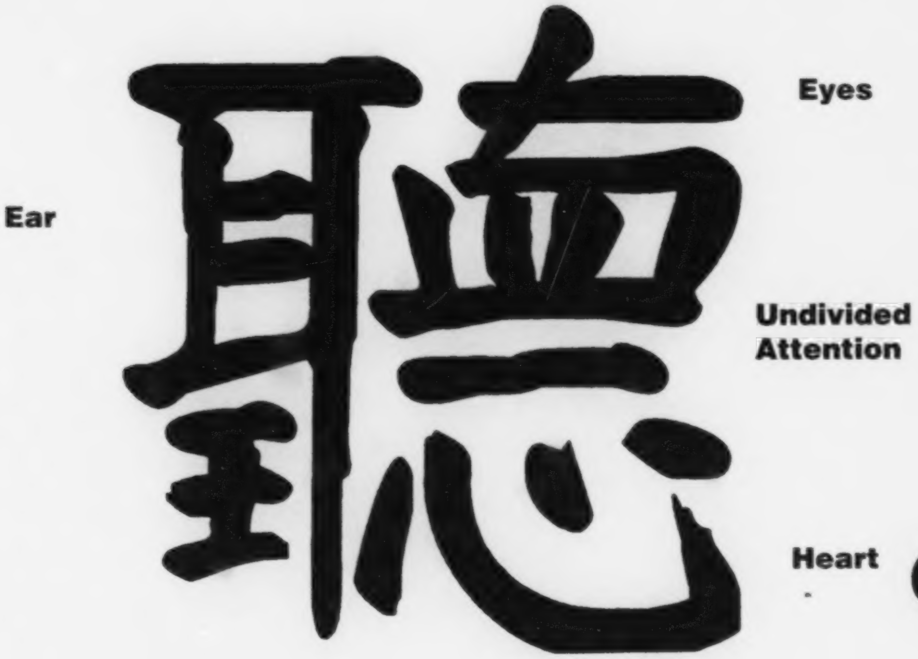
"This is why it is so important to do listening well. And, it is not effortless. Someone once said, 'It is not possible to listen well and do anything else at the same time.' Let's walk through the steps of listening effectively:

"The first level of being an effective listener is to *get the other person to talk to you*, to make them feel comfortable enough to share information. How does step 3 (issuing the invitation) fit in with this effort of establishing trust?

"Once the talker has begun sharing information with you, the next level is to *clarify or summarize* a block of information at a time, to make sure you have correctly understood what they have said (and to make sure they know you have correctly understood).

"Once the talker has reached a stopping point, the listener then adds a level of *empathy or validation* to the process, to let the talker know you understand them at a deeper level (you may not agree with them, but you can understand where they're coming from).

"A further, more challenging level is for the listener to *reframe* what the talker has said, from positions to interests, or from negative to positive. If you as a listener can reframe what the talker has said into something that's constructive, you'll have a positive impact on the course of the conflict."


Eyes
Ear
Undivided Attention
Heart

The Chinese characters
that make up the verb "to listen"
tell us something significant about this skill.

Activity 8

Listening: Building Trust by Body Language and Encouragement

Prerequisites:	Module II, Section B, Activity 1 Module II, Section B, Activity 7
Objectives:	Participants will identify and practice good listening body language and encouraging responses
Time:	30 minutes
Format:	Small group practice; Large group discussion
Materials:	• Newsprint • Markers

1. Trainer asks group how they can tell if someone is listening to them, just by looking at them. (Focus the group as much as possible on body language and facial expressions.)

   Record responses on newsprint in two columns, "Listening" and "Not Listening."

2. Trainer asks group to divide into threes, grouping themselves with people they haven't interacted with much today.

   In the threes, there will be 3 roles: *talker, listener, and observer.* Each person will have a chance to experience each of the 3 roles. In their small groups, they can decide who will first be the talker, the listener, and the observer.

   - **Talkers** will talk for 2 minutes about a skill or talent they have.
   - **Listeners** will encourage the talker by using good listening body language and saying only, "Tell me more" or "Really?"
   - **Observers** will observe both the listener's performance and the talker's reaction.

   When the 2 minutes are up, all 3 people process their roles in the small group:

   - **Talkers** share whether they felt the listener was interested in what they were saying, and whether they felt encouraged to say more.
   - **Listeners** share how comfortable they felt concentrating on their body language, rather than on verbal responses.
   - **Observers** share what they observed about the listeners' body language and the talkers' responses to that.

After this processing, the three will switch roles and repeat. This activity will be repeated so that each has a chance to be in each of the 3 roles.

3. After the small groups have finished, trainer gathers them back into the large group to *analyze* their interactions:
    - (a) What cues did the talkers pick up from the listeners' body language?
    - (b) What cues did the listeners pick up from the talkers' body language?
    - (c) What, if any, *missed* cues did the observers notice?

4. Trainer asks group to make some *generalizations* about body language and communication:
    - (a) What impact does body language have on the sending and receiving of your messages?
    - (b) What information does the listener get from the body language of the talker?
    - (c) How might people interpret body language differently?

5. Trainer asks group to think of some real-life *applications:*
    - (a) Which parts of the body language aspect of listening do you already do naturally? Which parts feel awkward or uncomfortable?
    - (b) In what conflict situations do you find it especially difficult to be a good listener? Why should you be a good listener in those situations?

SUMMARY

(if group has not already made these points):

"How we *appear* as listeners is often the crucial first impression that the talker will use to decide if he/she wants to continue talking to us, or how open and honest he/she wants to be with us. Also, listeners can gather information from the talkers' body language about their comfort level, and make adjustments accordingly. At this initial level of listening, the communication may *appear* one-sided, but even at this level it is very interactive."

Activity 9

Listening: Reflective Responses

Prerequisites: Module II, Section B, Activity 1
Module II, Section B, Activity 7
Equivalent of Module II, Section B, Activity 8

Objective: Participants will become familiar with and practice reflective listening responses

Time: 30 minutes

Format: Trainer demo; Pairs practice; Large group discussion

Materials: None

Preparation: Trainer and volunteer should prepare 2 demos:

- **Talker** should be prepared to talk briefly about a gripe s/he has with the *listener.* Listener should use good listening body language and appear to be paying attention, but when the talker has finished, the listener's only response is "Hmmm."
- **Talker** should be prepared to talk briefly about "how I wish my job were different." *Listener* should use good body language. When talker has finished, the listener should reflect back the facts and feelings the talker expressed, and end with "Is that right?"

1. Trainer/volunteer pair do first demo.

   Ask the group to process how well the *listener* did.
   (a) Did s/he exhibit good listening body language?
   (b) What was the talker's reaction to the listener?

2. Trainer/volunteer pair do second demo as talker and listener pair again.

   Ask the group to process what the listener did:
   (a) What did the listener do differently?
   (b) What was the talker's reaction to the listener?

INTRODUCTION TO REFLECTIVE LISTENING

"None of the levels or elements of listening work by itself — they must be combined. So a good listener has to do more than just *look* like s/he's listening.

"The next level of listening is *summarizing, paraphrasing, or reflecting back* the information the talker has given so far. The summary should include both facts and feelings, and should be in your own words, so you don't sound like you're parrotting the talker. You're still using the good listening body language at this level, too."

"During this part of the listening response, you're *gathering information*, and *not* problemsolving yet, so you should *not* talk about yourself or give advice."

3. Trainer asks group to form pairs by numbering off and finding the person who has the same number they do. (e.g., in a group of 24, count off 1-12 twice; the 1s will pair up, the 2s, etc.)

   In the pairs, one will be the talker and one the listener. This exercise will be repeated, with the partners switching roles.

   - The *talker* will talk for 2 minutes about "how I wish my job were different."
   - The *listener* will use good listening body language and when the talker has finished, will reflect back the facts and feelings of what the talker has said. The listener must finish by asking the talker, "Is that right?" If the talker says no, the listener must get the talker to clarify. If the talker says yes, they may switch roles.

   After each has been the talker and the listener, partners give each other feedback on how they did as a listener: what they did well, what they could improve on.

4. Trainer gathers the large group together to *process/analyze* their pair practice:
   (a) For the talkers, how did it feel to be listened to in this way? How often do you experience this?
   (b) For the listeners: how did it feel to listen in this way? How often do you do this?

5. Trainer asks group to make some *generalizations:*
   (a) What impact might reflective listening have on the sending and receiving of messages in a conflict?
   (b) Why don't people listen in this way more often? What gets in the way?

6. Trainer asks group to think of some real-life *applications:*
   (a) How could you respond to someone in a conflict who is not being a good listener to you? What might be the results?
   (b) Under what circumstances might it be most difficult for you to be a good listener? In those situations, *should* you try to be a good listener?

SUMMARY

(if group has not already made these points):

"Gathering information in this way is hard work because we really have to pay attention to what the talker says, does not say, and how the talker looks and acts. The good news is that we don't have to get it exactly right the first time or all at once, because we are continually checking the accuracy of what we thought we understood by asking, 'Is that right?' If they say no, we can ask them to give us more information.

"As at any point in a conflict, here you must choose whether you are going to be *proactively* collaborative and listen well even if the other person is not doing so, or whether you will stop listening because it seems one-sided or difficult."

Activity 10

Listening: Validation/Empathy

(adapted from Kathryn Liss, Mediation Network of North Carolina, Chapel Hill, NC and from Educators for Social Responsibility, Boston, MA)

Prerequisites: Module II, Section B, Activity 1
Module II, Section B, Activity 7
Equivalent of Module II, Section B, Activities 8 and 9

Objective: Participants will practice understanding and summarizing points of view other than their own

Time: 30 minutes

Format: Trainer demo; Small group practice; Large group discussion

Materials:
- *Validating Listening Responses* (p. 39) in workbook

Preparation: Trainer/volunteer pair should prepare a demo with a talker who plays the devil's advocate (e.g., "This conflict resolution stuff is stupid and never works.") Listener gives validating or empathetic responses:

(a) Can you help me understand how you reached that conclusion?

(b) What experience have you had that has led you to feel this way?

(c) I can tell you feel very strongly about this.

INTRODUCTION:

"The next level of listening — validating or empathy — is relatively easy when we are listening to someone with whom we agree or to whom we feel close. It is much more difficult when the talker is saying things we disagree with or is someone we don't like. But collaborative conflict solving shouldn't occur only among people of like minds. In order to resolve a conflict with someone we don't like, we must seek to understand their 'truth,' even though it is different from the way we perceive things. (Note: understanding someone else's 'truth' does not mean agreeing, or giving up our own perspective.)

"As a listener, you can ask yourself these questions to help you see the other person's point of view more objectively (refer to *Validating Listening Responses*, p. 39 in workbook):

(a) What does he see that I don't see?

(b) In what way might she be right?

(c) What would you notice if you believed this view?

(d) What are the values behind this point of view?

1. Trainer/volunteer pair demos the validating listening responses.

2. Trainer asks the group to identify a topic that participants will find controversial, so that they may practice listening to people who disagree with them.

   Group may be able to identify a topic of local interest, or read one of the following topics to the group and ask how many agree or disagree. Examples:

   (a) There should be prayer in school.
   (b) Affirmative action should be abolished.
   (c) Terminally ill people should be able to use physician-assisted suicide.
   (d) There are some conflicts where physical violence is justified.

   Use the topic where the "agree"s are approximately equal to the "disagree"s.

3. Once the topic has been chosen, trainer asks everyone who agrees with the statement to stand on one side of the room; those who disagree stand on the other.

   Ask participants to form small groups (5-7) composed of a roughly equal mix of "agree"s and "disagree"s.

4. Trainer instructs members of the small groups to take turns, one at a time, telling their points of view and listening to others, alternating between an "agree" and a "disagree." For example, if the first person to talk is an "agree," s/he should tell her/his point of view to a "disagree," who will listen in a validating way. Each person will thus have a chance to talk and listen to someone with whom they disagree.

   Remind participants that as listeners, they should refer to the *Validating Listening Responses* (p. 39) in workbook, and

   (a) reflect back in a neutral way what you understand the speaker to have said
   (b) make no disparaging remarks about their point of view
   (c) ask a question which will get the talker to further illuminate their point of view (like, "What experience have you had that has led you to feel this way," or "Could you tell me more about...")

      Remind the participants that the goal of this activity is *not* to have a debate, but rather *to understand viewpoints different from your own.*

5. Trainer gathers large group together to *process* the activity:

   (a) How easy/difficult was it to listen in this way?

(b) As a talker, did you feel your listener truly understood your point of view? How could you tell?

(c) Did you find yourself resisting the other person's point of view? If so, how did you deal with your resistance?

(d) What effect, if any, did this exercise have on the beliefs you held about this topic?

6. Trainer asks group to make some *generalizations:*

   (a) How often do people listen in this way to those with whom they disagree?

   (b) Under what circumstances might they do so?

7. Trainer asks group to think of some real-life *applications:*

   (a) Why would you *want* to be a good listener to someone you totally disagree with?

   (b) What information might you get if you listened in this way? What information might the other person get if you listened to him/her in this way?

   (c) How might these listening responses affect our notions of "right" or "wrong?"

SUMMARY

(if group has not already made these points):

"Each of us brings our own unique perspective to any given conflict, and that perspective is real and true to each of us, even though it may be different from someone else's. Our challenge in resolving a conflict with another person is to stand for a moment where they stand, to understand why they feel the way they do.

"Remember that in the communication process there are two levels of information being sent and received: the content information and information about the relationship. So if we listen in a validating way, we not only get more information about their point of view, but they get information from us about our desire to understand them better, which can build trust."

Validating Listening Responses

Ask ourselves:

(a) What does he see that I don't see?

(b) In what way might she be right?

(c) What would you notice if you believed this view?

(d) What are the values behind this point of view?

Say to the talker:

(a) Can you help me understand how you reached that conclusion?

(b) What experience have you had that has led you to feel this way?

(c) I can tell you feel very strongly about this.

Activity 11

Listening: Reframing

(adapted from Copper Coggins, Dee Edelman, Kathryn Liss, The Mediation Center, Asheville, NC and Mediation Network of North Carolina, Chapel Hill, NC)

Prerequisites:	Module I, Section B, Activity 4 (interests) Module II, Section B, Activity 1 Module II, Section B, Activity 7 Equivalent of Module II, Section B, Activities 8, 9, and 10
Objectives:	Participants will: • understand the concept of reframing • practice turning negative statements into positive ones • identify interests underneath statements
Time:	30 minutes
Format:	Trios practice; Large group discussion
Materials:	• *Reframing* worksheet (p. 40) in workbook
Preparation:	Trainer should be familiar with the concept of "interests" and "reframing."

INTRODUCTION:

"An effective listener can turn a negative, destructive message into a more positive, constructive message by reframing what the talker has said. This can be done in two ways:

(a) finding the positive in a negative statement; e.g., reflecting back what the *talker* wants, instead of what she *doesn't* like.
Example: the talker says, "If you would only do your share of the work around here, we'd be finished by noon." The listener reframes, "So you'd like to get out of here early, and you'd like more help, is that right?"

(b) identifying the *interests* underneath the position.
Example: the talker says, "If you don't think I'm important enough to let me know in advance about the meetings, I won't come to the stupid meetings anymore." The listener reframes, "So you really need to know that your time and your work are valuable to us as well as to you."

1. Trainer asks participants to form trios. Refer participants to the *Reframing* worksheet (p. 40) in workbook. In the trios, participants practice reframing the statement into positive or interest-based listening responses.

2. Trainer gathers the large group together to *process* the exercise:
   (a) How easy/difficult was it to reframe these statements?

(b) Give some examples of your reframed statements.

3. Trainer asks the group to make some *generalizations* about reframing:
    (a) How often do people do this (reframing) in a conflict?
    (b) What prevents people from doing it more often?
    (c) What effect might reframing have on the other person?

4. Trainer asks the group to think about real-life *applications:*
    (a) Think of the most exasperating person or conflict you've had to deal with recently. Reframe the other person's perspective into a positive or an interest.
    (b) Think of a conflict where your perspective was negative or not open to negotiation. Reframe your perspective into a positive or an interest.

SUMMARY

(if group has not already made these points):

"Like the other listening elements, reframing can be hard work! It takes a commitment on the part of the listener to truly understand the other person and work toward a constructive solution, even if the talker remains negative. This is also another example of making a *proactive choice* about conflict resolution, rather than reacting or mirroring the other's attitude or strategies.

"Reframing also works on ourselves when we get stuck in negative or positional thinking."

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Reframing

In the following statements, reframe the statement by finding either the positive or the interests.

1. Quit telling me how to do everything! You must really think I'm stupid.

2. She is a terrible person. She blabbed all the secrets I told her when we were friends.

3. Our program here has worked perfectly well for a long time. I don't know why you all feel you can just come in and change things.

4. Don't come near me. I'm too angry to talk right now.

5. You never listen to me.

6. He doesn't care at all about the integrity or history of this neighborhood. He just wants to look good in front of his boss.

Activity 12

Brainstorming

(step 6 of the conflict resolution process)

Prerequisite: Module II, Section B, Activity 1

Objectives: Participants will:
- identify the rules of brainstorming
- practice brainstorming solutions to a problem

Time: 20 minutes

Format: Large group discussion

Materials:
- Newsprint or board to write on
- Markers or chalk

INTRODUCTION:

"Brainstorming is one of the most important and least utilized parts of a good conflict resolution process. In brainstorming, we're opening ourselves to many possible solutions, not focusing on one. It is a crucial step, and must be separated out from the following step (evaluating). As you see on your 8-*Step Conflict Resolution Process* (pp. 35-36), the rules of brainstorming are:

(a) each person contributes ideas

(b) no evaluating or criticizing of ideas

(c) be creative (even wild and crazy ideas are OK here)

(d) include lots of "I could" or "we could" ideas, instead of just "you should"

1. Trainer asks the group to practice a quick brainstorming session. Ask for several volunteers to *facilitate:* to write down all the ideas, to keep time (5 minutes), and to make sure everyone adheres to the rules.

   The goal is to generate as many possible solutions as they can in 5 minutes to the question: *"How can we increase the public awareness of and appreciation for what AmeriCorps does?"*

At the end of 5 minutes, facilitator calls time. Congratulate group on the number of ideas generated. (NOTE: Save the list of ideas — it will be used in following activity.)

2. Trainer asks the group to *process* the brainstorming exercise:

   (a) How easy/difficult was it to open up in brainstorming, and not to evaluate?

   (b) What resistance did you meet, either in yourself or in others?

   (c) What would have made the brainstorming easier?

3. Trainer asks the group to make some *generalizations* about brainstorming:
   - (a) How familiar do you think most people are with the concept of brainstorming?
   - (b) How well do people do it in conflicts?
   - (c) What facilitates brainstorming?

4. Trainer asks the group to think of some real-life *applications:*
   - (a) In what kinds of situations could you practice brainstorming?
   - (b) How could *you* facilitate brainstorming in conflict situations?

SUMMARY

(if group has not already made these points):
"It's tempting to shortchange the brainstorming part of coming up with solutions to a conflict — to move fast to one obvious choice. Slow down the process enough that you and the other person can generate a whole big list of possible solutions. The more you have to choose from, the better your final solution will be."

Activity 13

Choosing Good Solutions

(step 7 of the conflict resolution process)

Prerequisites: Module II, Section B, Activities 1 and 12

Objectives: Participants will:
- identify the qualities of good solutions in a collaborative agreement
- practice choosing good solutions to a problem

Time: 20 minutes

Format: Pairs practice; Large group discussion

Materials:
- Writing paper and utensils for all

1. Trainer asks participants to look at the qualities of a good agreement in step 7 of the Conflict Resolution Process (p. 36) in workbook.

   Ask group to process why each of these elements is important. That is, what happens if two people make an agreement that isn't realistic, or specific, or that doesn't address their main concerns?

2. Trainer tells participants that they will follow up with the brainstormed ideas from the previous activity, and practice making a good agreement.

   Ask participants to pair up with someone they know, someone they work with, or have some ongoing contact with, if possible.

   Pairs will look at the list of brainstormed ideas generated in Activity 12, and pick ones that they themselves would be willing to try and that would work for them. In 10 minutes, each pair should write up a plan of at least one idea each person is willing to try. If they can do any of the ideas together, even better. Plans should have all the qualities discussed previously.

3. Trainer asks pairs to report back to the large group some of the plans they came up with. Participants in the large group should check each of the agreements reported out to see if they meet the requirements of a good agreement (e.g., realistic, specific, etc.)

4. Trainer asks the group to *process* this activity:
   (a) How easy/difficult was it to come up with a plan?
   (b) What obstacles did you encounter? How did you overcome them?
   (c) What would have made the plan-making easier?

5. Trainer asks the group to make some *generalizations:*
    - (a) What's the difference between creating a plan just for yourself, and making a plan *with* someone else?
    - (b) What's the difference between creating an agreement between two people in a conflict and creating this plan?
    - (c) What facilitates creating a good agreement?

6. Trainer asks the group to think about real-life *applications:*
    - (a) How do you know your plan will work?
    - (b) What might get in the way of your plan working? How could you deal with that?
    - (c) What if you live up to your part of the plan, and the other person doesn't?

SUMMARY

(if group has not already made these points):

"If you've gone through all the previous steps in the conflict resolution process, and done them well, the success of the agreement you reach still may rest on the quality of the agreement. If there is any misunderstanding or lack of clarity about who's going to do what, when, etc., the conflict will recur. No detail is too small!

"However well we craft our agreements or plans, there are still things that may come up that we hadn't thought of. That's why we include *step 8* in the conflict resolution process: it's a back up to check on the progress of the agreement, and to make adjustments if necessary."

Activity 14

The 8-Step Conflict Resolution Process in Action

Prerequisites: Module II, Section B

Objectives: Participants will:
- review the eight steps of the Conflict Resolution Process
- practice the steps in sequence to resolve a conflict
- identify specific applications of the process in real life

Time: 60 minutes

Format: Trios practice; Large group discussion; Individual writing

Materials:
- Role Plays (Use the *Power Imbalances in Action* situations, Module II, Section A, Activity 6, worksheets on pp. 28-33 of workbook), or other role plays relevant to the group
- *Implementation of Conflict Resolution Strategies* worksheet (p. 41) in workbook

1. Trainer asks participants to refer back to the *8-Step Conflict Resolution Process* (pp. 35-36). Ask participants to review the most important elements of each of the steps.

2. Trainer tells participants that they will be practicing the steps in sequence in small groups, using role plays where they will be playing characters in conflict with each other.
    - Ask participants to get into groups of three. There will be two "disputants" (people in the conflict) and one observer. They may decide who will take which role.
    - If group is using the *Power Imbalances in Action* situations (pp. 28-33 in workbook), assign each of the role plays to different small groups.
    - Emphasize that the goals of the role plays are to become familiar with the process and to do it well. Disputants should play their characters realistically, but *should not* try to deliberately stump each other or be as obnoxious as possible!
    - The observer's job is to take notes on what the disputants did well and what they might improve on vis-a-vis skills, attitudes, and process (observer should refer to the Conflict Resolution Process, pp. 35-36 in workbook).
    - When a pair has finished resolving their conflict, all three members of the small group share feedback on what they did well and what they could improve on.
    - If there is time, after the trio has finished their feedback, they can go into a new role play, and switch roles, so that everyone in the trio gets to practice being a disputant.

3. Trainer gathers large group together to make some generalizations:
   - (a) What's the most challenging step in this *process* in real life?
   - (b) In what kinds of situations do you think this will work well? In what kind do you think it won't work?
4. Trainer asks group to think of some real life *applications* by filling out the *Implementation of Conflict Resolution Strategies* worksheet (p. 41).

Implementation of Conflict Resolution (CR) Strategies

1. What CR skill or concept do you think you will be able to use or practice right away in real life?

2. With whom or in what situations will this skill or concept be useful in your life?

3. In the situation you described above, what outcome do you hope for?

4. What will be the most difficult part of implementing CR skills or concepts into real life?

5. What could you do to make that less difficult?

6. What is a longer-term CR goal you would like to achieve over time?

7. What will be your next step toward achieving that goal?

Activity 15

Review / Revision of Personal Goals in the Interpersonal Conflict Resolution Process

Prerequisites:	Module II, Section A, Activity 2 Module II, Section B
Objective:	Participants will reassess their personal goals for improving the way they interact with others in conflict
Time:	10 minutes
Format:	Individual writing
Materials:	• Personal Goals slips of paper from Section A • *Implementation of Conflict Resolution Strategies* worksheet from Activity 14 (p. 41 in workbook)

SUMMARY:

"We've looked long and hard at all the elements in the effective, constructive, collaborative Conflict Resolution Process, and at the additional elements of the power and choices we have when we're in a conflict with someone else.

"You have a road map — the 8-step process — and the skills. Now you need the commitment to practice this way of dealing with conflict as often as possible. The more you do it, the better you get.

"Each of us has our own particular challenges in making this process work."

1. Trainer asks participants to retrieve the slips of paper on which they wrote earlier in the workshop their personal goals for improving the way they interact with others in conflict.

   Ask participants to review the implementation worksheet they just filled out, and then consider which area of the conflict resolution process they want to make improvements on in the future.

2. Trainer asks participants to write new or revised goals for dealing with conflict on new slip of paper; or they may keep the goal written on the old slip of paper. Emphasize that this information is only for themselves, and it's a reminder they can keep with them to refer to when conflicts arise.

3

Strategies for Resolving Intragroup and Intergroup Conflict

Section A 187
Section B 221

Module III builds upon the material on personal and interpersonal conflict resolution in Modules I and II and focuses on group conflict applications. Module III is divided into two sections.

Section A provides concepts and tools for group problem solving. These strategies will assist participants in working effectively and collaboratively within groups, e.g., as members of teams, committees, task groups, councils, and boards of directors. Activities cover:

- the benefits and challenges of working in groups
- how group process, group structure, and organizational support impact group effectiveness
- tools for planning and conducting effective meetings
- meeting facilitation techniques

Section B introduces an intergroup conflict resolution role for AmeriCorps members. Participants will learn to make insightful observations about intergroup conflicts in their communities and appropriate interventions to encourage the collaborative resolution of such conflicts. Activities cover:

- intergroup conflict escalation analysis
- behaviors to slow or reverse intergroup conflict escalation
- initial conflict resolution interventions into an intergroup conflict
- factors that affect the effectiveness of a third party intervenor
- individuals' roles in intergroup conflict resolution

To maximize the impact of Module III, participants should have been exposed to concepts in Modules I and II, particularly:

- conflict styles (Module I, Section A, Activity 7)
- interests (Module I, Section B, Act. 4, Module II, Section B, Activity 11)
- communication skills (sending and receiving information effectively) (Module II, Section B, Activities 4-12)
- the 8-step conflict resolution process (Module II, Section B, Activities 1 and 14)

It is especially important that the trainer be knowledgeable and experienced in the area of group facilitation and problem solving. Many of the activities in Module III rely heavily on the trainer's ability to model these skills and processes.

OUTLINE OF MODULE III

Section A

1	Benefits and Challenges of Group Problem Solving	SG/LG discuss	1 hour
2	Elements of Effective Meetings	SG/LG discuss	1 hour 30 minutes
3	Group Problem Solving	SG/LG discuss	1 hour 30 minutes
4	Facilitating Group Problem-Solving Meetings	SG/LGdiscuss	3 hours 15 minutes
		Total	7 hours 15 minutes

Section B

1	Intergroup Conflict Escalation	SG/LGdiscuss	1 hour
2	Initial Conflict Resolution Intervention	SG/LGdiscuss	2 hours 15 minutes
3	Your Role in Intergroup Conflict Resolution	SG/LGdiscuss	2 hours 15 minutes
		Total	5 hours 30 minutes

SG = small group LG = large group

SAMPLE TRAINER INTRODUCTION TO MODULE III

- Welcome
- Introductions
- Goals/Objectives of this Training
- Agenda
- Logistics/Housekeeping
- Norms/Guidelines

See Trainer's Guide for more detail.

Module III

Section A

Section A provides concepts and tools for group problem solving. These strategies will assist participants in working effectively and collaboratively within groups, e.g., as members of teams, committees, task groups, councils, and boards of directors. Activities cover:

- the benefits and challenges of working in groups
- how group process, group structure, and organizational support impact group effectiveness
- tools for planning and conducting effective meetings
- meeting facilitation techniques

Activities

1	Benefits and Challenges of Group Problem Solving	SG/LG discuss	1 hour
2	Elements of Effective Meetings	SG/LG discuss	1 hour 30 minutes
3	Group Problem Solving	SG/LG discuss	1 hour 30 minutes
4	Facilitating Group Problem-Solving Meetings	SG/LGdiscuss	3 hours 15 minutes
		Total	7 hours 15 minutes

SG = small group LG = large group

Activity 1

The Benefits and Challenges of Group Problem Solving

Prerequisite: See p. 184 in this module

Objectives: Participants will identify:

- the benefits and challenges of solving problems in a group setting
- how group process, group structure, and organizational support contribute to group effectiveness
- personal goals for improving group effectiveness

Time: 60 minutes (20 minute activity, 40 minute debriefing)

Format: Small group activity; Large group discussion

Materials:

- Newsprint, markers, tape
- Contest prizes (something that members of a small group can share)
- *Finished Files* slip (see p. 193) for each participant
- *Effective Groups* (pp. 44-45) in workbook
- *Effective Groups* overhead transparencies (optional)
- blank or scrap piece of paper and pencils/pens for each participant

Preparation: Trainer should be familiar with Effective Groups pages in workbook.
Trainer should write contest rules on newsprint.

INTRODUCTION

"Most of us participate in groups of one kind or another, whether at work, in community activities, or for personal interests. In this activity we'll look at how groups can function most effectively. In particular, we will look at three influences on the effectiveness of groups: the way that group members work together ("group process"); the way that a group is organized to do its work ("group structure"); and the way that the group is supported from the outside ("organizational support")."

1. Trainer distributes a *Finished Files* slip to each participant and asks each to count the number of "F"s on his/her slip. They should do this silently and individually. Ask participants to remember the number of "F"s but to not disclose it yet.

   Note: Although all workshop participants will be given identical slips of paper, it is likely that different people will reach different totals of Fs on his or her slip. Some people will overlook some of the Fs because those in the word "of" are pronounced like the letter "V." There actually are 7 Fs on each slip of paper.

2. Trainer asks participants to divide into small groups of 5. Give a sheet of blank newsprint to each group. Tell groups that they will be participating in a contest that measures the groups' speed and accuracy. Ask groups to name themselves and write those names on their newsprint.

3. Trainer posts and reviews the contest rules:
   - (a) Each group may only give one answer; no changes or corrections.
   - (b) When a group has its answer, a designated group member should shout it out and trainer will write it down next to group's name as its official submission.
   - (c) The first group that comes up with the correct answer will win the contest.

4. When groups are ready, trainer asks the contest question:

   "What is the *total* number of Fs held by *all* your small group members?"

   Trainer should make sure to get responses from every group and note the order in which they come. Do not reveal whether the correct answer has been given until all groups provide a response. Remember that the contest rewards both speed and accuracy: if a group comes up with the incorrect answer first, they do not win. *Because there are actually 7 Fs on each slip of paper, the correct answer is 7 times the number of members in a given group.*

5. Trainer verifies the winning response and awards a prize to that small group.

6. Trainer asks group to *process* the activity they have just completed.
   - (a) Compare your individual answer about the number of Fs to your answer after you started working in your group. Were they different? If so, why?
   - (b) Refer to *Effective Groups* (pp. 44-45 in workbook). The "characteristics of an effective group" include quality, continuity, and contentment. Considering those three characteristics, use these questions to identify how effective your group was:
     1) The standards of *quality* for this exercise were speed and accuracy. How well did your group do on those standards? Why?
     2) What are your group's prospects for *continuity?* Would you be willing and able to work again in this group on future tasks? Why or why not?
     3) How much *contentment* or satisfaction did you personally get from the small group experience? Why?

(c) Again on that same page, refer to the four factors in "Group Process" (an element that contributes to group effectiveness). What methods did your group use to:

1) communicate to find out how many Fs were on each individual's slip of paper?

2) solve the problem of accurately and quickly coming up with a total number of Fs?

3) make a final decision?

4) resolve any conflicts or differences of viewpoint that arose?

(d) On the next page, refer to the six factors in "Group Structure" (another element that contributes to group effectiveness).

1) What were your group's goals? How did you know whether your group accomplished its goals or not?

2) What motivated you to do the group's task?

3) What impact did the size or membership of your group have on your group's performance?

4) What different roles did people play? (e.g., time keeper, task-reminder, relationship-preserver, expert, information gatherer, synthesizer, etc.) Considering that the goals were both speed and accuracy, which roles were helpful? Which were not? What additional roles would have been helpful in the group?

5) What impact did the time limit have on your ability to accomplish your task? (What impact is time having on our ability to debrief the activity?)

6) How did people's values (e.g., winning or playing fair) and beliefs (e.g., we all have different slips of paper, my total is right) impact your group's work? What values and beliefs did you all share?

7. Trainer asks group to make some *generalizations* on the elements that affect group effectiveness:

   (a) What are the benefits and challenges to working in groups?

   (b) How can each of the four factors in "Group Process" affect a group's effectiveness, for better or for worse?

   (c) How can the various factors in "Group Structure" affect a group's effectiveness, for better or for worse?

   (d) Looking at "Organizational Context" (the third element that contributes to group effectiveness) on p. 41, how does the support that a group receives from its larger organization or sponsor affect a group's effectiveness? Specifically, how can each of its factors (e.g., mission and vision, values, physical environment, etc.) affect a group's functioning?

8. Trainer asks group to focus on the "Elements that Contribute to Group Effectiveness" on *Effective Groups* (pp. 41-42 in workbook) in thinking about

real-life *applications.* Ask participants to concentrate on a primary group they belong to. Participants will be asked to share the answers to some of the following questions, and to consider other answers silently.

(a) Mark a plus (+) to the left of the elements your group does especially well (e.g., communication, clear goals, rewards, etc). Mark a delta (triangle) by the elements that you feel could use some improvement.

(b) Circle the pluses which *you* (as an individual) influence. Circle the deltas which you feel you (as an individual) influence.

(c) On a blank or scrap piece of paper, write a few sentences about how specifically you might be able to improve any of the deltas you circled. (This is for your eyes only.)

(d) In the big group, share some ideas about how you or your group deal with the elements that need improvement but that you feel you cannot change. What are *constructive* ways to deal with the elements you feel you cannot influence?

SUMMARY

(if group has not already made these points):

"We work in groups to achieve personal, organizational, and community outcomes that would not be possible if we tried to work alone. A group is "effective" when it achieves three basic goals: quality outcomes, ongoing capacity for group members to work together, and fulfillment of the personal needs of group members.

"Three elements contribute to group effectiveness: group process (how the group communicates, solves problems, makes decisions, and resolves conflict), group structure (the group's goals, tasks, membership, roles, deadlines, and norms), and organizational support for the group (through the larger organization's mission and vision, culture, rewards, information-sharing, training and consultation, and physical environment that it provides).

"The next activity is designed to help you create more effective groups by having good meetings. Meetings are a means by which group members conduct their group process, work within their group structure, and evaluate and plan improvements in the support they receive from the larger organization."

Finished Files

(cut into individual slips)

FINISHED FILES ARE THE
RESULT OF YEARS OF SCIENTIFIC
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THE EXPERIENCE OF MANY
YEARS OF EXPERTS.

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Effective Groups

Based on Roger M. Schwarz, The Skilled Faciliator: Practical Wisdom for Developing Effective Groups. *(San Francisco: Jossey-Bass, 1994).*

Characteristics of an Effective Group

- **Quality.** The services that the group delivers or products that the group makes meet or exceed the standards of the people who receive it, use it, or review it.
- **Continuity.** Group members maintain or enhance their capacity to work together on subsequent group tasks.
- **Contentment.** The group experience satisfies the personal needs of group members.

Elements that Contribute to Group Effectiveness

- **Group Process.** How the group gets things done:
  (1) *Communication:* the methods used by group members to share information with each other. Effective groups communicate in a way that conveys meaning accurately, uses fully the members' knowledge and skills, and maintains their motivation to perform their tasks.

  (2) *Problem solving:* the methods used by group members to define and address uncertainty, confusion, or challenge. Problem solving should be a systematic, step-by-step process, and all group members should be focused on the same step of the process at the same time.

  (3) *Decision making:* the methods used by group members to commit collectively to a conclusion or choice. Groups are most effective when group members feel personally responsible for the decisions that the group reaches.

  (4) *Conflict resolution:* the methods used by group members to raise and resolve their differences. Effective groups consider conflict a natural part of working together and use conflict to increase their understanding of one another. Members can share previously hidden thoughts and feelings, openly test differences of opinion, present their own views while accepting the validity of others' views, and disagree without retribution.

- **Group Structure.** How the group becomes organized over time.
  (1) Goals: measures of the group's progress. Goals should be clear enough for the group to know whether it is being successful and consistent with the mission and vision of the larger organization.

  (2) *Tasks:* activities conducted by group members. Tasks should be

designed to motivate group members; call for group members to use a variety of their skills; are a whole piece of work and "owned" by the group; generate a visible outcome with significant consequences; and are supported with regular and trustworthy feedback about group performance.

(3) *Membership:* who is a part of the group. Membership should be just large enough and stable enough to provide the mix of knowledge and skills needed to complete group tasks.

(4) *Roles:* specific tasks assigned to specific group members. Should be understood and agreed upon, and assigned and performed according to what's needed and group members' strengths.

(5) *Time:* sufficient for group members both to perform tasks well and evaluate their performance conscientiously.

(6) *Group Culture and Norms:* culture is the set of assumptions shared among group members about what is desirable (values) and what is true (beliefs). Norms are the shared expectations about which behaviors are right and which are wrong. Group and individual behaviors should be consistent with group culture and norms.

- **Organizational Context.** How the group is supported by its larger organization.

(1) *Mission and Vision:* why the larger organization exists (mission) and the future that the organization is trying to create (vision). They should be clear to and agreed-upon by group members.

(2) *Organizational Culture:* the set of values and beliefs that members of the larger organization share. The organizational culture should be supportive of the group.

(3) *Rewards:* both tangible and intangible acknowledgements of individual and group efforts and accomplishments. Rewards should be consistent with the group's objectives.

(4) *Feedback:* information from the larger organization about the group's performance. Feedback should be accurate, relevant to the group's objectives and enable the group to improve.

(5) *Resources:* Groups should have access to the technology, materials, training, and information that they need to perform their work.

(6) *Physical Environment:* the space and locations provided to group members to do their work. The physical environment should balance group members' needs for coordination and privacy.

Activity 2

Elements of Effective Meetings

Prerequisites: Activity 1

Objectives: Participants will identify:
- characteristics of successful meetings.
- personal goals in creating more successful meetings

Time: 90 minutes (45 minute activity, 45 minutes to debrief)

Format: Small group activity (play); Large group discussion

Materials:
- Newsprint, markers, tape
- *Meetings* (p. 47) in workbook

INTRODUCTION:

"Groups often use meetings to conduct their group's processes, as well as to evaluate and increase the effectiveness of the group structure and organizational support (see *Effective Groups*, pp. 44-45 in workbook). But just because a group has a meeting doesn't mean that these tasks will be accomplished effectively. In this activity we'll define what a "good meeting" is, and identify behaviors that make meetings work and consequently contribute to group effectiveness."

1. Trainer asks participants to divide into three groups. Each group's task is to prepare and then perform a 5-minute play about a staff meeting among a group of co-workers at their workplace. Everyone in the small group must have a role in the play.

   Trainer assigns each group one of the following themes for their play about a meeting. The theme of each group should not be shared with the other groups before the performance. The content of the plays should come from the knowledge and experience within the group, although the trainer may be used as a resource as well.

   (a) Group #1: Prepare to perform a play about a group that has horrible meetings.

   (b) Group #2: Prepare to perform a play about a group that has meetings that seem to go well, but never result in anything changing or getting done after the meeting.

   (c) Group #3: Prepare to perform a play about a group that has effective meetings.

2. Trainer tells participants that as each group performs its play, the "audience" members may want to take notes on what happened in each. Save all discussion until after the third play.

Each group performs its play for the others, one group at a time.

3. Trainer asks participants to *process* the plays:
   (a) On a scale of 1 to 10 (10 being very effective and 1 being very ineffective), how would you characterize Group 1's meeting? Group 2's meeting? Group 3's meeting?
   (b) Identify some specific things you saw or heard in the plays that made the meeting either effective or ineffective. (Trainer may want to write participants' observations on newsprint.)
   (c) How did you all know what to put in your play?
   (d) How many of you have been in meetings that looked like #1? Like #2? Like #3?

4. Trainer asks the group to look at the *Meetings* page (p. 47) in workbook and make some *generalizations* about effective meetings, noting in particular the five criteria for a good meeting.
   (a) In your experience, how often do meetings look like Group 3 (or achieve the criteria of a good meeting on the *Meetings* page)?
   (b) What gets in the way of having an effective meeting?
   (c) What contributes to a group's ability to achieve each of the five criteria during a meeting?
   (d) What other criteria for effective meetings do you value that are not included here?

5. Trainer asks participants to continue to refer to the *Meetings* page, and to concentrate on a primary group they belong to in considering these questions for real-life *applications*. Participants will be asked to answer questions (a) and (b) silently, and to share the answers to the questions in (c) in groups of 3.
   (a) Mark a plus (+) to the left of the "Criteria for a Good Meeting" which your group's meetings have. Mark a delta (triangle) by the criteria your group's meetings lack or could improve.
   (b) Circle the pluses which you (as an individual) influence. Circle the deltas which you feel you (as an individual) influence.
   (c) What could you do to foster improvements within your group in the way it conducts its meetings? What could you do to be a better meeting participant?

SUMMARY

(if group has not already made these points):

"Most people know an effective meeting when they are in it. Most people similarly know when a meeting is ineffective. However, these kinds of assessments are generally made by intuition, which might not provide sufficient guidance on how to improve meetings or how to communicate precisely about meetings.

"From this activity, you have gained a list of specific criteria that you and your group members can use to evaluate the effectiveness of your meetings. You now know what to look for and change if your meetings seem to be ineffective.

"These criteria can also be used to guide your efforts at facilitating and planning good meetings, which you'll practice in Activity 4. But before you do that, in the next activity, we'll look at a group problem-solving process."

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Meetings

Based on Michael Doyle and David Straus, How to Make Meetings Work. (New York: Jove Books, 1976).

Five Criteria For A Good Meeting:

- Participants concentrate on one subject at a time.
- Participants follow clear and agreed upon methods for communicating, solving problems, making decisions and resolving conflicts.
- Conversation is open to all meeting participants and participation is balanced among them.
- Roles are clearly defined and agreed upon.
- People and their ideas are protected from attack.

Why Have A Meeting?

- To get advice from a group.
- To solve a problem or make a decision.
- To clarify an issue.
- To resolve problems that involve different groups.
- To determine if there is a problem within or among groups and, if so, who should be responsible for dealing with it.

When Not To Have A Meeting...

- There is inadequate data or poor preparation.
- Something could be communicated better in a private conversation or writing.
- The outcome has already been determined by others.
- The subject is trivial.
- There is more anger or hostility than can be handled effectively in a group setting.

Activity 3

Six-Step Group Problem-Solving Process

Prerequisites: Activities 1, 2

Objectives: Participants will:
- learn a six-step group problem-solving process
- identify groups and situations in which it can be used

Time: 90 minutes

Format: Trainer demo; Large group discussion

Materials:
- *Group Problem-Solving Process* (pp. 50 in workbook)

Preparation: Five or more people (trainers and/or volunteers from the group) should prepare a brief role play to demonstrate the six-step problem-solving process. The problem to be solved in the role play should be a simple and realistic one that people in a group might actually encounter: e.g., how to spend an evening together, how to reallocate office space among colleagues, how to recognize a community leader's accomplishments, how to travel cross-country during summer vacation.

INTRODUCTION:

"As we saw in Activity 2, the effectiveness of a group is enhanced by having effective group processes. This includes a process for solving problems or conflicts that come up within the group.

"In an effective problem-solving process, group members should be able to communicate effectively, share differences of opinion while accepting the validity of others' views, and be creative, rational, and considerate in generating solutions and making decisions. This is both a systematic and a creative process, in which group members feel personally responsible for the decisions that the group reaches.

"You will see this process in action and then identify groups and situations in your life where it may be useful."

1. Trainer refers participants to the *Group Problem-Solving Process* (p. 50) in the workbook. Tell them they will be seeing a demonstration of the process, and they should follow along on that page to identify the steps as they are demonstrated.

2. Characters use the steps of the process to solve a problem.

3. Trainer asks the group to *process* what they have just seen:

(a) What differences did you see among members of the group in the way they saw or felt about the problem at first? What happened to those differences over the course of the process?

(b) How did the group come to a consensus about what problem they were working on?

(c) What differences did you see among members of the group about how they wanted to solve the problem? What did the group do in order to reach a shared solution?

(d) How did you know that the group was finished with its problem solving and committed to their outcome?

4. Trainer asks the group to make some *generalizations* about group problem solving.

(a) What other common ways have you seen groups try to solve a group problem? How well did those ways work?

(b) Why might groups not choose to use this six-step process?

(c) What advantages does this problem-solving process have over others?

(d) It is said that group members should "get agreement on a problem before trying to get agreement on a solution." Why would this be good advice?

5. Trainer asks the group to think of specific group problem-solving situations in their lives (e.g., work, family, community) and to consider *real life applications:*

(a) Silently, think of *groups* which you think would be open to or feel comfortable with using this process. Now consider which groups might not be open to or comfortable with it. What factors can you identify that would affect a group's comfort level with it? (Those who wish may share answers to last question aloud with group.)

(b) Silently, think of *situations* where you think this method might work well (better than the process currently being used). Now consider situations where you think this process might be difficult. What factors in a particular situation might it more or less suitable for this process? (Those who wish may share answers to last question aloud with group.)

(c) What, if anything, might you change in order to use this process in those groups that are not open or situations that are difficult? What would motivate you to try to do that (e.g., what benefit might you or the group see)?

SUMMARY

(if group has not already made these points):

"As we saw in Activity 2, effective groups need to have effective group processes, including a method for problem solving. To be effective, that method should systematically:

- (step 1) provide an opportunity for individual group members to express their ideas and feelings about a situation,
- (steps 2-3) merge their individual perceptions into a shared sense of what needs to be changed and provide valid information about the situation,
- (step 4) generate ideas about how to change the situation,
- (steps 5-6) choose a solution for which all group members will have confidence and commitment.

"But even with a shared process for problem solving, group members can become disorderly and ineffective. Sometimes it is necessary for someone to help a group stay focused on its process, its tasks, and its purposes. In Activity 4, we will learn about meeting facilitation and the role of the facilitator."

Group Problem-Solving Process

Based on Doyle and Straus, How to Make Meetings Work *and Don Koberg and Jim Bagnall,* The Revised, All New Universal Traveler *(Los Altos, CA: William Kaufmann, Inc, 1981).*

Step 1: Share Perceptions

- Explain what you see and how you feel.
- Listen to other people's perceptions of the situation.
- Assure people that it's OK to call attention to problems.
- Ask other group members how they feel and what they see.
- Discuss the worst, best, and most probable outcomes of dealing with the problem.
- Discuss who's responsible for the problem; ask who else should be involved.

Step 2: Understand the Problem

- Ask for details about the situation: who, what, when, where, how, and why.
- Break the problem into smaller parts.
- Diagram the problem.
- Clarify key terms.
- Discuss: What's keeping the problem from getting worse? From getting any better?
- Ask an expert.

Step 3: Define the Problem

- State the problem as an open-ended question: "How to..."
- Identify the needs of people affected by the problem.
- Clarify what is most important about the problem for everyone.

Step 4: Invent Options

- Brainstorm.
- Research what others have done.
- Ask people with no stakes in the issue for new ideas.

Step 5: Evaluate Options

- Compare the options to your problem definition.
- Discuss advantages/disadvantages of options.
- Generate and apply criteria.
- Rank-order the options.
- Sort individual options into categories.

Step 6: Make a Decision

- Consensus: "Everybody seems to like Solution A; is that the way we will go?"
- Combine alternatives instead of choosing.
- Improve alternatives to make them more acceptable.
- Create a new alternative from the strengths of the existing options.
- Eliminate the least popular alternatives.
- Agree to abide by the outcome of a vote.
- Agree to delegate the decision (to a subcommittee or an expert).

Activity 4

Facilitating Group Problem-Solving Meetings

Prerequisites: Activities 1, 2, 3

Objectives: Participants will identify and practice skills in group facilitation

Time: 3 hours, 15 minutes

Format: Two simulated meetings (Meeting design may include individual, pair, or small group activities, depending upon the trainer's assessment of how best to structure the two simulations.)

Materials:
- Newsprint, markers, tape
- *Preventions and Interventions* (pp. 51-52) in workbook
- *Facilitator's Guide* (pp. 54-59) in workbook

Preparation: Trainer will be modeling facilitation techniques in a simulated meeting, followed by a second simulated meeting during which participants will practice facilitation for themselves. The trainer's facilitation during the first simulation should be consistent with the information in the *Preventions and Interventions* and *Facilitator's Guide* in workbook. It is important that the trainer be able to model effectively as many of the preventions and interventions as possible. If the trainer has any question about his/her ability to do this, another option is to conduct the first simulation in partnership with a more experienced facilitator.

The topics of the simulated meetings should be ones that participants will find engaging. Trainer should get some ideas for topics in advance from staff or participants. Some groups may prefer a topic that is relevant to their work: (e.g., "How we could improve our AmeriCorps member orientation?" or "How we can improve our relationship with the community?" etc.). Other groups may prefer a more philosophical, hypothetical, or global topic: (e.g., "The issues we should focus on in selecting a President" or "Should we continue to fund the space program?" or "Should U.S. troops be part of international peacekeeping efforts?" etc.)

The objectives of the meeting should be realistic within the time frame (e.g., to come up with a "next step" or initial plan to address this topic, or to identify group members' concerns about the topic, rather than solving or coming to total consensus on the topic).

Remember that the focus of the simulated meetings is on the role of the facilitator, so do not choose a topic so controversial or emotionally laden that participants will be unable to observe the facilitator objectively or think clearly during the debriefing section.

Trainer should develop meeting objectives, agenda, and ground rules for two simulated meetings. Trainer should put onto newsprint the proposed meeting objectives, agenda, and ground rules for the first simulated meeting. (Volunteer facilitators will do that for the second meeting.)

INTRODUCTION:

"One tool that can improve the effectiveness of meetings is a facilitator. It's the facilitator's job to help the group achieve the five criteria of a good meeting (see p. 46 in workbook). In the next two activities, you'll see and practice the skills of facilitation."

1. Trainer tells group that s/he will be modeling facilitation skills during a simulated meeting. After the simulation, trainer will be asking them for their observations on what s/he did and said that helped the group to conduct a good meeting. Then three people from the group will practice facilitation in smaller groups while the others help them practice by being meeting participants.

   Tell group members that during both simulated meetings, everyone (except the facilitators) will be doing two things at once: first, acting as meeting participants and second, observing the facilitator's skills. Because the goal of the simulation is to experience and identify basic facilitation behaviors and skills, ask group members to be genuine but not unusually difficult meeting participants (i.e., not to play "stump the facilitator").

   Trainer should acknowledge that in real life, an effective facilitator would meet with the group in advance to develop a set of meeting objectives, agenda, and ground rules that the group can agree on. However, today, because of time limits, the facilitator will have developed those in advance and will present them to the group for their approval.

2. Trainer begins the simulated meeting by explaining the facilitator's role and getting consensus on meeting objectives, agenda, and ground rules. During the meeting, trainer should model effectively as many of the preventions and interventions as possible. At the end of the meeting, conduct an evaluation of the meeting while still in role as facilitator. Then announce that the simulated meeting is over.

3. Trainer asks the group to *process* the meeting:
    - (a) What did the facilitator do or say that was most helpful to the group's ability to conduct its business at different points during the meeting?
    - (b) What did the facilitator do or say that was *not* particularly helpful? What else might the facilitator have done to have been more effective?
    - (c) How might this meeting have gone without a facilitator present?

4. Trainer refers group to *Preventions and Interventions* (pp. 51-52 in workbook). Ask participants to look at the first section (Joint Focus on Content) and identify any preventions or interventions that have not been mentioned already, and indicate whether the facilitator used them or could have used them. Do the same with the other sections.

    In each section, ask participants to identify any preventions or interventions they would like to see demonstrated or explained more fully. (Trainer should demonstrate, explain, or ask other group members to explain/demonstrate.)

5. Trainer asks the participants now to divide into three small groups (to facilitate diversity among group membership, ask participants to count off by 3's). Explain that each small group will be holding a simulated meeting, with the assistance of a facilitator from within the group. Ask for someone from each group to volunteer to be the facilitator. Everyone else will be meeting participants. Trainer may tell the groups the general topic of the meeting, but leave the details for the facilitators to explain to the small groups.

    Again remind the groups that in real life the facilitators would develop the meeting objectives, agenda, and ground rules with the group before the meeting, but due to time limits in this activity, the facilitators will have prepared those for the group.

6. Trainer asks the small group meeting participants to prepare for their participant/observer roles by reviewing *Preventions and Interventions* (pp. 51-52 in workbook). Ask meeting participants to choose a space for their meeting (three break-out rooms or areas would be helpful), and arrange their space so that it will enhance open communication (e.g., chairs in a semi-circle, newsprint on wall, etc.)

7. While they are doing this, trainer meets with the three facilitators.

    Review "Facilitator's Role" in *Facilitator's Guide* (p. 54) with facilitators. Then ask facilitators to review "Meeting Preparation" section of *Facilitator's Guide*. Trainer may share the objectives, agenda, and ground rules s/he has prepared for the small group meeting, or facilitators may create their own agenda and ground rules if that will give them more confidence in practicing their role. Facilitators should put meeting objectives, agenda, and ground rules on newsprint.

Review the "Meeting Overview and Explanation of Facilitator's Role" section of *Facilitator's Guide* (pp. 55-56) with the facilitators, emphasizing the importance of explaining their roles and getting consensus on the meeting objectives, agenda, and ground rules among their meeting participants at the start of the meeting.

Tell facilitators that if they do not have time to do a small group meeting evaluation, an abbreviated evaluation can be done when the full group reconvenes.

8. Trainer asks participants to form their small groups and begin their simulated meetings. At the appropriate time, trainer should ask groups to stop their simulated meetings and come back into full group.

9. Trainer asks the participants to *process* their small group meeting:
   (a) *(To the meeting participants)* Which preventions/interventions did you see or hear in your small groups? Who did them — a participant or the facilitator? How did those preventions/interventions affect your group's ability to conduct an effective meeting? What additional preventions/interventions do you think might have been helpful?
   (b) *(To the facilitators)* Which preventions/interventions did you find easy to perform? Which did you find difficult to perform? Did you try any prevention or intervention that you felt was not successful? What happened? What else might you have done?

10. Trainer asks group to make some *generalizations* about the facilitator's role:
    (a) What qualities or circumstances would make a person a good facilitator? What qualities or circumstances might limit someone's effectiveness as a facilitator?
    (b) How might power imbalances affect one's ability to facilitate effectively? When could a supervisor facilitate her members? When could members facilitate meetings at which their supervisors are present? How might significant age differences (or other socio-cultural factors) affect the facilitator/participant interaction?
    (c) What, if any, benefit would there be to a group if some or all members were skilled in these preventions and interventions?
    (d) When might it be best to designate one group member to be the facilitator at a meeting? What might be the advantages/disadvantages to rotating the facilitation role among group members?
    (e) When might it be OK not to have a designated facilitator for a meeting?

(f) When might it be most effective to invite in an outside facilitator?

11. Trainer asks participants to concentrate on a primary group they belong to and to consider some real-life *applications:*
    (a) Which preventions/interventions could you practice from your seat at your next meeting without causing too much anxiety among your group members?
    (b) Which preventions/interventions might raise problems?
    (c) How could you help other group members feel more comfortable with the use of facilitative preventions/interventions?
    (d) How might you convince your group to utilize a facilitator (either from within the group or from outside)?
    (e) How would you locate an outside facilitator to bring these skills into your group? What kinds of questions would you ask a prospective facilitator? What kinds of answers would you find acceptable? Unacceptable?
    (f) What information would an outside facilitator need to get from your group in order to facilitate a meeting effectively? From whom would the facilitator get that information?

SUMMARY

(if group has not already made these points):

"A facilitator can assist groups in achieving the five criteria of successful meetings by preventing and intervening against problems in the meeting process. Successful facilitation requires preparation and a clear understanding of the facilitator's role. Group members can facilitate their own meetings in several ways: by designating one person to facilitate at a meeting, by rotating the role from meeting to meeting, or by individual group members using informal facilitative techniques from within the group."

Preventions and Interventions for Effective Group Problem Solving

Based on Doyle and Straus, How to Make Meetings Work.

1. Joint Focus on Content

- Get group agreement in advance on desired outcomes & agenda.
- Get agreement in advance to keep the discussion focused.
- Summarize and confirm agreements and next steps.
- Keep agenda in view during the meeting.
- Record meeting discussion on newsprint and keep in view.
- Check your perceptions: "It sounds to me as if we're off our topic; what do you think?"
- Remind group of the subject they agreed to discuss.
- Ask group to defer new issues to an agreed upon time.
- Record new issue on newsprint to assure it has been understood and can be addressed later.
- If necessary, renegotiate the meeting agenda.

2. Joint Focus on One Process

- Educate the group about possible processes.
- Get agreement on process, before proceeding.
- Check your perceptions: "It looks to me as if we are no longer following our process; what do you think?"
- Remind group of the process they agreed to use.
- Ask group to try one approach: "...if it doesn't work, then we can try something else."
- Offer a suggestion on how to proceed.
- If necessary, renegotiate the process.

3. Open and Balanced Conversation

- Set up the room to enhance open communication.
- Get agreement on explicit ground rules in advance.
- Keep the ground rules in view during the meeting.
- Listen.
- Be positive to encourage participation.
- Thank people for contributing ideas.

- Check your perceptions: "I think Jimmy just got cut off."
- Establish a queue when several people want to speak.
- Ask for perspectives that are different from those already expressed.
- Go around the room asking each person to speak.
- Ask the quieter people what they think.
- Ask people who speak a lot to give others a chance.

4. Roles Clearly Defined and Agreed Upon

- Establish shared group expectations for the tasks associated with key meeting roles: group member, observer, time-keeper, chair, convenor, resource person, facilitator, recorder.
- Get individuals' commitment to fulfill specific roles.
- Get agreement that people will remain in their roles.
- Keep role definitions in view during the meeting.
- Establish a clear and agreed-on process for rotating some roles.
- Check your perceptions: "I thought Martha was here as an observer, but I see her participating in the discussion."
- Offer reminders when people step out of role.
- Ask the group to clarify questions about roles if they arise.

5. People and Their Ideas Protected from ATTACK

- Stay calm and courteous.
- Get agreeement on explicit and ground rules in advance.
- Keep the ground rules in view during the meeting.
- Record ideas on newsprint without attribution.
- Acknowledge people's feelings when they are expressed.
- Check your perceptions: "Roy, are you OK? It looks to me like you're upset."
- Diffuse intense emotions by looking with interest at the speaker, accepting their feelings as legitimate, paraphrasing to ensure you understand. (Do not minimize, change the subject, joke, or try to resolve their feelings. Continue problemsolving when people are calm.)
- Ask for breaks/caucuses.

Facilitator's Guide

Based on Doyle and David Straus, How to Make Meetings Work.

1. Facilitator's Role

- Manages the meeting process
- Gets permission to serve the group; "it's their meeting"
- Helps group discuss one topic at a time
- Suggests ways to approach a problem
- Helps group follow one process at a time
- Protects people and ideas from attack
- Serves as traffic cop when several people want to speak at once
- Remains impartial with respect to outcome and content
- Does not contribute own ideas, perceptions, facts
- Does not evaluate others' ideas
- Works collaboratively with the recorder
- Accepts feedback from group members and recorder

2. Meeting Preparation

Facilitator should consult with group members in advance to develop meeting objectives, agenda, and ground rules. At the start of the meeting, the facilitator proposes the objectives, agenda, and ground rules for group adoption or revision. During the meeting, the objectives, agenda, and ground rules may be renegotiated if group members determine that they are not working well.

- **Meeting Objectives** - a clear and concise statement of the tangible results or products that the group wants from the meeting. Examples:
  1) Agreement on who will do what to resolve this conflict.
  2) A list of concerns about the proposed personnel policy.
  3) A plan for training managers in communication skills.

- **Meeting Agenda** - serves multiple purposes before, during, and after the meeting:
  1) A meeting planner's guide to help structure activities under each meeting objective.
  2) A tool for allocating limited meeting time across necessary group tasks.
  3) A checklist to ensure that roles are assigned and understood.
  4) Advance notice so people can prepare and will know what to expect from the meeting.

5) A "road map" for meeting participants to follow during the meeting.
6) An outline for organizing the meeting minutes.

Agenda has four components (see Meeting Plan, pp. 57-59, for example):

1) What issues will be discussed (content).
2) How the group will address the issue (process).
3) Who is responsible (for introducing a topic, making presentations, etc.).
4) How long each item will take to accomplish.

- **Ground Rules** - shared expectations about individual behaviors and overall meeting context. *For maximum group buy-in (although more time-consuming), facilitator can have group generate a list of proposed ground rules and then group can narrow them down to those on which there is consensus. When time is at a premium, facilitator can present a proposed list of ground rules, and ask group to add to or change the list as necessary, before asking the group to adopt them.* Examples:
  1) One speaker at a time.
  2) Keep to task and topic.
  3) Be concise.
  4) Listen attentively.
  5) Everyone participates, nobody dominates.
  6) Honor time limits.
  7) It's OK to disagree.
  8) Attack the problem, not the person.
  9) Decide by consensus.
  10) Hold others' personal stories confidential.
  11) Take no phone calls, allow no interruptions.
  12) Meetings will be open to anyone who wants to attend.

3. Meeting Overview and Explanation of Facilitator's Role

"My name is [ ]. I've been asked to be your facilitator today. In that role I'll be helping you to accomplish your meeting objectives, use your time efficiently, and have a pleasant meeting. In order to do this, I'll need your help in four areas.

"First, if I am to help you to accomplish your meeting objectives, I need your help in knowing what those objectives are. Here is a set of proposed objectives for the meeting (post proposed meeting objectives). Any questions about what they mean? Is this an appropriate set of objectives for your meeting today?

"Second, if I am to help you to use your time efficiently, I need your help on a plan for allocating the meeting time. (Post the proposed meeting agenda). Any questions about anything on the proposed agenda? Is this an agenda you're willing to follow for this meeting?

"Third, if I am to help you to have an effective meeting, I need for us to agree on what that means. Here is a set of proposed ground rules that we could use. (Post proposed ground rules). Any questions about the meaning of any of these proposed ground rules? Are there any other ground rules you would like to propose? So, is this the set of ground rules we will use for this meeting? As your facilitator, may I point it out to you if I think you are forgetting your ground rules or losing sight of your objectives or not using your time well?

"Finally, I need your help in keeping me in my role and ensuring that I am being an asset to the group. As facilitator I am not to share my ideas on the subjects you are going to be discussing today. I might offer process suggestions, but I am to be neutral with respect to content. So if I start getting involved in the content of your conversation, let me know; if my interventions are slowing the group down, let me know; if you think we're moving too fast, let me know.

"This is your meeting and I am here to assist you. If at any time I do or say anything that is confusing or appears manipulative or counterproductive, please, let me know and we will make whatever corrections we need to get us all back on track.

"The same holds true for any recording I might do on these newsprint pages. If I overlook something important or add something that does not belong, please let me know so we can correct the record right away.

"Any questions? OK, then let's get into your meeting. The first item of business is..."

4. Some Methods for Meeting Evaluation

- **"Plus/Delta":** Solicit ideas on what people liked about a meeting and what aspects they would want to do differently next time (delta is the Greek letter used by scientists as a symbol for difference and change). List comments on newsprint. Discuss only after all have had a chance to offer ideas. Can be done as a final agenda item or at an interim (e.g., midpoint) part of a meeting.
- **Structured Evaluation:** Ask participants to rate the meeting on specific criteria important to the group. Have participants write their responses on forms prepared in advance, then share and discuss with the full group.
- **Observer:** Invite someone to observe the group's problem-solving meetings. Ask for general observations or for feedback on specific areas of concern. Receive and discuss the feedback in full group or privately with the observer.

5. Putting It All Together: A Sample Meeting Plan

Meeting Plan

Prepared by facilitator Marcus Focus and meeting planning group, Sally Smith, Allie Jones, Wally Wingnut, and Billie-Jean Frappe

Date:	June 1, 1995
Time:	4:30 -9:00
Site:	Senior Center
Invitees:	All agency volunteers and staff

Proposed Objectives for June 1:

Participants at the meeting will have an opportunity to:

1. Share expressions of appreciation for the positive aspects of the agency and for the different ways in which people are serving the agency's clients.
2. Begin clarifying the purposes, composition and membership-selection process for the Board of Directors and each of the three Services.
3. Develop a simple set of principles to help all agency participants practice good communication, meaningful involvement, and effective conflict resolution.

Proposed Meeting Ground Rules:

1. One speaker at a time.
2. Listen attentively.
3. Keep to the agreed-upon task and topic.
4. Honor time limits.
5. It is OK to express disagreement...
6. ...but do so with respect for the other person.
7. Decide together.

Proposed Agenda

4:30 Early arrivals

- Cookies and soft drinks available for people who would like to mingle before the meeting begins.

5:00 Welcome (5 minutes) by Sally Smith, Chair of the Board of Directors

- Ice Breaker/Who's Here? (10 minutes), led by the Facilitator
- Meeting Overview (15 minutes). Presentation by the facilitator of objectives, agenda, and groundrules for revision/adoption by all.

5:30 Different Ways to Serve our Clients

- Discussion (20 minutes) in triads with people you do not know very well:
    1) Learn each other's full names.
    2) Find out how each of you currently serve the agency's clients.
    3) Find out what each of you like the most about your experiences with the agency. What do you like the least?
    4) Find out why each of you puts your efforts into the agency.
- Group Discussion (40 minutes) to identify what people learned from one another in their small groups.

6:30 Dinner Break (20 minutes)

6:50 Current Governance Structure

- Three minute presentations each (15 minutes): Sally, Maurice, Paul, and Joaquin.
- Facilitated question/answer session (40 minutes): to clarify the existing governance structure and roles of the different parts.

7:45 Principles

- Discussion by all (20 minutes): How will we recognize our key values [good communication, meaningful participation, and effective conflict resolution] in the behavior of others when they are being practiced? What are we individually willing to do to ensure that we are acting consistently with these values?

- Brainstorm (20 minutes): Given the behaviors we expect in others and those we're willing to practice ourselves, what general principles could we use to clarify our shared commitment to these three values?

- Evaluate ideas (20 minutes): Select those that appeal to all. (If necessary, the meeting planning group will take what's generated and attempt to develop a synthesis by the next monthly meeting)

8:45 Meeting Evaluation (Plus/Delta)

9:00 Adjourn

Module III

Section B

Section B introduces an intergroup conflict resolution role for AmeriCorps members. Participants will learn to make insightful observations about intergroup conflicts in their communities and appropriate interventions to encourage the collaborative resolution of such conflicts. Activities cover:

- intergroup conflict escalation analysis
- behaviors to slow or reverse intergroup conflict escalation
- initial conflict resolution interventions into an intergroup conflict
- factors that affect the effectiveness of a third party intervenor
- individuals' roles in intergroup conflict resolution.

By the end of the last activity, participants will be able to apply concepts and strategies to specific situations in their own lives, and will leave with a plan.

Activities

1	Intergroup Conflict Escalation	SG/LG discuss		1 hour
2	Initial Conflict Resolution Intervention	SG/LGdiscuss		2 hours 15 minutes
3	Your Role in Intergroup Conflict Resolution	SG/LG discuss		2 hours 15 minutes
			Total	5 hours 30 minutes

SG = small group LG = large group

Activity 1

Intergroup Conflict Escalation

Prerequisites:
Module I, Section A, Activity 5 (conflict cycle)
Module I, Section A, Activity 7 (conflict styles)
Module I, Section B, Activity 4 (interests)
Module III, Section A

Objectives: Participants will identify:

- community conflict escalation patterns
- individual behaviors that might slow or reverse community conflict escalation

Time: 1 hour (30 minute activity, 30 minute debriefing)

Format: Small group role plays; Large group discussion

Materials:

- Copies of Intergroup Conflict Fact Pattern (attached but not in participant workbook) or other relevant fact pattern developed by trainer, staff, or group (see Trainer's Guide, p. 27 on Role Plays)

Preparation: Trainer should be familiar with the way in which community conflict escalates. Think of local examples you can use as illustrations in the Introduction, below. For additional background on conflict escalation, see Managing Public Disputes: A Practical Guide to Handling Conflict and Reaching Agreements, by Susan Carpenter and W.J.D. Kennedy (San Francisco: Jossey-Bass, 1988) and Social Conflict: Escalation, Stalemate and Settlement, by Jeffrey Z. Rubin et al. (New York: McGraw Hill, 1984).

INTRODUCTION:

"Many community conflicts start with a resolvable problem and grow beyond hope of resolution as the people involved in them progressively raise the stakes. If stakeholders do not enter into productive discussions soon after a community problem emerges, opposite sides are likely to begin to form and positions are likely to harden.

"As positions harden, positive communication across the sides is often discouraged or avoided. Without positive communication, each side's perceptions of the other's worsens. It thus becomes "necessary" for each side to commit personal, organizational and community resources to winning or protecting against the others. Consequently, each side develops grievances and suspicions about the way the other side is acting.

"It becomes increasingly difficult for parties to conduct effective meetings and participate in effective problem solving."

1. Trainer distributes group conflict fact pattern and asks participants to read it. Clarify any questions about the information in the conflict.

2. Trainer asks group to identify at least three different community groups who would be affected by the conflict; number them 1, 2, 3, etc. Ask participants to count off to become a part of a member of one of these groups. Ask participants to meet with their small group, and have a short (3-5 minutes) discussion about their feelings, positions, and interests. Instruct small group members to "think like a member of your interest group involved in the conflict."

3. With the participants remaining with their small groups, trainer leads a facilitated discussion to illustrate how group conflicts can escalate. Ask participants to answer questions in their roles. (If a group wishes to appoint a spokesperson, they may do so.)
    (a) What's your position?
    (b) What will you do to achieve that position?
    (c) Who are your obvious opponents?
    (d) What will you do to counter the opponents' tactics?
    (e) What are you going to tell your opponents (about your positions; about your plans)?
    (f) What message will you get out to the public: what will you say?
    (g) How will you find resources to support your campaign?
    (h) What resources might you tap from outside of the community?
    (i) What do you think of these other groups? What are you going to do about them?

4. Trainer now asks participants to step out of their roles to process the discussion:
    (a) What feelings did you and your group have by the end of the discussion?
    (b) What conflict style were you prepared to choose?
    (c) How did the parties characterize one another?
    (d) How did the problem change during the course of the discussion?
    (e) What risks and costs was your group willing to commit to this fight? How did that change as the dispute escalated?
    (f) What are the likely outcomes to this dispute if the parties continue along these lines?

5. Trainer asks participants to reform small groups and to start back at the beginning of the conflict, thinking about their options from a collaborative viewpoint.

Each group should discuss and be prepared to report back:

(a) What interests are represented in your group?

(b) What interests do you think are represented in the other groups?

(c) What could members of your group do now to enhance communication with other groups and encourage collaboration?

6. Trainer asks the group to make some generalizations about community conflict escalation:

   (a) How do communication and accurate information exchange affect the spiral? What hinders them? What could enhance them?

   (b) What role does trust or mistrust play in the spiral? How could trust be increased?

   (c) What might motivate parties to stop the spiral and move toward collaboration?

   (d) When might collaboration not be appropriate?

7. Trainer asks the group to think of a local community controversy that is going on right now in their community. In pairs or threes, participants consider some real-life applications:

   (a) How are you or any of your friends, family, or co-workers stakeholders in the dispute?

   (b) How does this affect the way you talk about the dispute with other people?

   (c) To what extent does your talk or behavior (including not getting involved at all) contribute to the escalation of the dispute?

   (d) How might you change the way you talk or behave in order not to contribute to an escalation of the dispute?

   (e) What would be most challenging to you about giving responses or acting in ways that discourage escalation?

   (f) If your service project were with one of the organizations involved in the dispute, what would be happening around you that might draw you into the dispute?

   (g) What could you do or say that might affect the spiral in a positive way; that might shift the process toward a collaborative one? What if you did or said nothing?

   (h) What specifically do you think might be your limits? What do you feel you might not be able to do or say? Why?

SUMMARY

(if group has not already made these points):

"Positive, effective communication among the stakeholders in a community conflict can increase the chances for a collaborative problem-solving process to take place. All the stakeholders, however, must perceive that they have something to gain by working together rather than against the others; similarly motivating might be the realization that they have something significant to lose by working against each other. Identifying a positive motivation and a safe process for working together can give the parties an alternative to conflict escalation."

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Intergroup Conflict Fact Pattern #1

"Campus Policy"

Based on exercise developed by Andrew M. Sachs and Dr. John Schopler for the course, "Non-Violent Conflict Resolution" (Psychology 186), University of North Carolina at Chapel Hill (1995).

A chilling newspaper item appeared late last year in a state-college newspaper. It was written by an anonymous female student who had been sexually assaulted by someone she had regarded as a friend. She described the fear that prevents her from pressing charges against the attacker, and the suffering from seeing her attacker almost daily on campus.

Reaction from the campus community to the story was immediate, intense and diverse. Three student organizations (Campus Women's Center, Campus Battered Women's Center, Campus Rape Crisis Center) announced the creation of a new coalition, called ARISR (pronounced "are is are"), which stands for "Acquaintance Rape is Still Rape." ARISR is calling for a pro-arrest policy on campus whereby campus police would be required to arrest anyone that they suspect of acting violently within an intimate relationship, even if the survivor will not press charges. ARISR is also calling for increased funding by the college for all-night security patrols on campus and 24-hour support and counselling programs. There is no college administration policy for addressing sexual assault between students.

In an Op-Ed piece published in the campus paper two days after the anonymous item about the date rape, a coalition of students from almost every spiritual faith, called SFC (Spiritual Faith Coalition) observed that "too many students, male and female, act as if their actions have no consequences. They drink excessively and think it is funny; they reinforce sexist stereotypes in their private conversations; and they fail to communicate unambiguously about physical intimacy. Students must be exposed to compelling information all during their years on campus about alcohol abuse and sexuality in order to counteract the myths and misinformation they are constantly exposed to by the popular culture." The SFC is calling for stricter policies against public intoxication on campus, holding fraternities accountable for the behavior of their members, and mandatory education programs about sexual assault during freshman orientation.

Legislators, alumni and parents have called the college president's office, some concerned about campus safety and others concerned that the issue is distracting students and faculty from the college's main educational mission. One state legislator, who claimed to be speaking for the "silent, unaffiliated mainstream on campus with no political or ideological agenda" said that students are going to have to figure out ways to deal with this problem "without a lot of unenforceable rules" and turning the campus "into a police state." Another legislator has called upon the college to adopt a policy on acquaintance rape so that "no one will be able to say that they didn't know that a policy existed or what it consisted of." The parent of a young man called asking how the administration was going to ensure that boys were not "frivolously accused of rape by their girlfriends."

The academic year ended with much acrimony surrounding the issue, but, according to a summer time editorial in the campus newspaper, "no substantial changes" occurred. A new college President has arrived this year and has called for the development of a campus policy on sexual assault, with particular attention to be given to sexual assault involving student acquaintances.

Intergroup Conflict Fact Pattern #2

The Swallow's Tail Neighborhood Festival

Adapted from "Broadway Neighborhood Harvest Festival" role play conducted by Susan Carpenter for the Public Disputes Mediator Training Project, North Carolina Mediation Network (Carrboro, NC), March, 1989.

The annual Swallow's Tail Neighborhood Festival takes place on Wolf Street in an older part of Johnson City (pop. 90,000). It is a neighborhood often described by locals as "funky." Small, independently owned businesses operate in the Wolf Street shopping district. Homes in the residential section are occupied by an ethnically and occupationally diverse range of households and family types; the landscaping and architecture of each home reflects the unique tastes and backgrounds of this diverse set of people.

Unfortunately, the festival has become the focal point of a bitter dispute. Originally, the Swallow's Tail Neighborhood Association sponsored the festival in order to promote the local merchants and provide an opportunity for residents to get to know each other better. Residents volunteered on planning committees, local clubs set up booths to sell food, local merchants offered promotional specials, and local bands provided music. But that was eight years ago. For the past two years the festival has been expanded from one to two days. While the original festival attracted 500 people, last year's attendance was estimated to be 4,000.

Although the festival in general has been good for the shopping district, some of the local merchants have been complaining recently about needing extra security and alternative parking arrangements on festival weekends. There are also concerns about sales of alcohol to minors and consequent misbehavior by the kids. Nevertheless, the festival has continued to grow. Even if all of the thousands of people who visit the street during the festival do not purchase anything from the local stores during the festival, many come back to shop at other times of the year. Without the festival, the merchants would probably have to put more of their own resources into marketing the area. The Wolf Street Merchants Commission was created ten years ago by business people in the district to deal with such common issues as marketing, crime and nuisance (panhandling) control, infrastructure maintenance and physical appearance.

Much of the growth of the festival can be attributed to the fact that two years ago, the Neighborhood Association accepted an offer from the Johnson City Parks and Recreation Department to organize the festival. Although neighborhood volunteers still do most of the actual work for the festival, the Department provides professional administration to the otherwise all-volunteer Festival Committee. The City government considers the festival to be a great success and continually seeks ways to promote it as a tourist event. The festival brings added revenue (sales tax and concession fees) into the local government coffers and puts Johnson City on the regional map.

But to the neighborhood, the festival has become a burden. Traffic fills the neighborhood streets and surrounding roads. Cars park in front of driveways and in people's front yards. Commercial food vendors (who follow the national festival circuit) have begun to compete with the modest concessions stands run by local organizations. Litter from the festival can be found in the neighborhood for several days afterward. Amplified music plays on festival Saturday from 11 am to 11 pm and then again on Sunday from noon to 5 pm. The event has become too commercial, too impersonal, and too crowded.

Activity 2

Initiating a Conflict Resolution Intervention

Prerequisites: Module III, Section A

Objectives: Participants will become familiar with the role of the "initiating intervenor" to help stakeholders in an intergroup dispute consider collaboration.

Time: 2 hours, 15 minutes (75 minute activity, 60 minute debriefing)

Format: Small group role plays; Large group discussion

Materials:

- *A Guide for Initiating Intervenors in Intergroup Community Disputes* (pp. 61-62 in workbook)
- Copies for participants of (choose one):

(1) "Not In My Backyard (NIMBY)" (pp. 239-242)
(2) Fact pattern used in Activity 1, or
(3) Other relevant fact pattern developed by trainer, staff, or group (see Trainer's Guide, p. 27 on Role Plays)

(NOTE: trainer instructions below correspond to the NIMBY scenario; if trainer is using another scenario, adapt instructions accordingly.)

Preparation: Trainer should review and be prepared to give the Lecturette on *Initiating a Conflict Resolution Intervention* (pp. 234-236).

INTRODUCTION:

"In your service project, you may hear about or see groups in your community squaring off against each other. Although we do not intend to prepare you to mediate between disputing groups in your community, we will show you how you may be able to make a positive contribution to groups whose differences are escalating.

"In this activity you'll see how to start a collaborative process by talking with some or all of the stakeholders about their conflict and about options they might have for conflict resolution. We call this role the *'initiating intervenor.'* As part of this role, you might refer one or more of the stakeholders to someone who can design and manage an effective, ongoing, community consensus-building process (e.g., someone from a community mediation center with experience in this process)."

1. Trainer refers participants to *Guide for Initiating Intervenors* (pp. 61-62 in workbook) and provides a lecturette covering the material.

2. Trainer explains that in groups of four, participants will perform a simplified simulation of the initiating intervenor's role. Within each small group will be

two stakeholders and two intervenors. The goal of the simulation is to gather enough information to determine whether and to what extent a collaborative process would be useful to the disputing parties.

The purpose of the role play is not to resolve the dispute or to develop a design for the dispute resolution process. Rather, it is to raise the potential for collaboration by helping parties think objectively about the other stakeholders, the issues and interests most relevant to the conflict, the positions that they and the other stakeholders have taken, and alternative outcomes if no consensus is reached.

3. Divide participants into groups of four and assign each small group member one of the four roles (two intervenors, one neighborhood representative, and one representative of Homes for the Developmentally Disabled - HDD). Distribute the fact pattern and role descriptions to the appropriate participants. The intervenors should refer to the *Guide for Initiating Intervenors* (pp. 61-62) for their role.

4. All those with similar roles (all the neighborhood reps, all the HDD reps, all the intervenors) meet for 30 minutes to clarify and coordinate their positions and interests in the dispute and in any dispute resolution process they might be involved in. Trainer should visit with each group to answer any questions.

   After preparation, ask participants to get into their small groups (each with a neighborhood rep, HDD rep, and two intervenors) to conduct the discussion in their respective roles for 45 minutes.

5. Trainer reconvenes the full group to *process* the activity:
   - (a) At what point in the discussion were your characters by the end of the 45 minutes?
   - (b) Which set of issues (stakeholders, issues, incentives, feasibility) was most important to the stakeholders? Why?
   - (c) Which questions were easy to deal with? Why? How did you deal with them?
   - (d) Which were difficult to deal with? Why? How did you deal with them?
   - (e) Why were the stakeholders interested or not interested in collaborating?
   - (f) How, if at all, did your discussions help the parties to move toward collaboration?
   - (g) If not, why not? When did you realize that?
   - (h) What else could the intervenor have done to foster collaboration?

6. Trainer asks participants to make some *generalizations* about this initial stage in

community consensus building.

(a) How might a preliminary discussion about stakeholders, issues, incentives, and feasibility contribute to collaborative conflict resolution?

(b) What difficulties might you expect groups involved in a community conflict to have in trying to discuss these questions? How might such difficulties be overcome?

7. Trainer asks participants to consider a local intergroup conflict that they would like to see resolved collaboratively (it may be the same one from the last activity or another one) and think of some real-life *applications* for intervening.

   (a) If you wanted to encourage a collaborative process, where would you start?
   (Participants may consider the answer to this silently, or may share with the group.)

   (b) What personal strengths would you draw upon to conduct this kind of initial intervention?

   (c) What, if anything, would limit your ability to make this intervention? What else would you need? How could you get that?

   (d) What other resources could you draw on to help your community increase its capacity to provide collaborative processes for community problems?

SUMMARY
(if group has not already made these points):

"Although the actual design and management of different kinds of consensus-building forums is beyond the scope of the role envisioned for AmeriCorps members, members, as 'initiating intervenors,' still may be able to slow or reverse an escalating conflict among groups in their community by raising preliminary issues with some or all of the stakeholders.

"The next activity provides an opportunity to explore your potential role as the initiating intervenor more closely."

Initiating a Conflict Resolution Intervention (Lecturette)

Based on David Godschalk et al., Pulling Together: A Planning and Development Consensus-Building Manual (Washington, D.C.: Urban Land Institute, 1994).

Before deciding to enter into a collaborative dispute resolution process, parties need to determine whether and to what extent collaboration — with particular people, on particular issues, in a particular time frame, and through particular forums — is a desirable path. AmeriCorps members may be in a position to assist parties in thinking about their interests and options, and if collaboration seems appropriate, in finding resources to help parties design and manage a collaborative dispute resolution process. We do not anticipate members being able to design and manage such processes as a result of this training, but rather to help one or more of the parties to think more objectively about the dispute.

There are three primary elements to consider in the evaluation of a community dispute: parties, issues, and incentive to collaborate. If collaboration appears to be the best way to proceed, a fourth element then is the feasibility of a collaborative process.

1. Parties

A collaborative dispute resolution process should involve in some way representation of every major view on the issue, including all of the individuals or groups who have decision-making authority, all who have enough power to block or delay a decision, and all those who may be affected by a decision. If adequate representation of all stakeholders cannot be achieved, then either the objectives of the process need to be revised (made consistent with the people and groups who are willing to participate) or the collaborative effort abandoned.

An expert in process design and management can help stakeholders figure out specifically who to involve in the dispute resolution process and how, but the AmeriCorps member can initially raise the following questions with one or more of the parties to get them thinking about those who would need to be involved in the process:

(a) Whose involvement would be central to making any solution in this situation work (groups or individuals)? Who are the leaders of the groups that need to be involved? Who do others consider to be influential? Who has participated in similar decisions in the past?

(b) Whose involvement might be less central but still has some indirect influence on the situation (and so should be kept informed or be invited to observe or participate in general public participation meetings, etc.)?

(c) What kind of relationships do the groups or parties have with one another? Can they build on successful past relationships? Can they resolve any issues from the past now, in order to be better able to address today's situation? Do the parties have an interest in a good future relationship which might serve as an incentive to deal productively with today's issues? Which parties need which other parties to achieve their goals?

2. Issues

A discussion with stakeholders about the issues in a conflict can reveal the underlying concerns and interests that the dispute resolution process will have to address. While an expert in process design and management can help the parties clarify which issues should be included in the resolution process and which issues should not, the AmeriCorps member can help the parties think about the issues from a collaborative perspective by raising the following questions:

(a) Which issues are the most important to you in this conflict? Which do you think are most important to the other stakeholders? What positions are you taking/have you taken on those issues? What are the positions of the other stakeholders?

(b) What interests underlie your position in this conflict? What do you think are the interests underneath the other stakeholders' positions?

(c) Do you see any overlap in interests underlying your and the other stakeholders' positions?

(d) How could you reframe the situation away from a win/lose contest and toward a mutually advantageous effort to get interests met (e.g., "how could our groups get both x and y")?

3. Incentives to Collaborate

Parties are more likely to participate in a dispute resolution process when they think they will be better off *in* the process than *not* in it. Therefore, stakeholders should develop a clear understanding of their alternatives to collaboration, in order to make an informed decision about whether or not to participate. A process design and management expert can help stakeholders compare the costs and benefits of alternative collaborative processes and alternative competitive channels (such as the courts, the ballot, the local media, etc). The AmeriCorps member can help parties think in general about the relative benefits of collaboration by asking:

(a) If no consensus can be reached in this conflict, what is the best outcome you can imagine? What is worst outcome you can imagine? What outcome is most likely in the absence of a consensus?

(b) What will happen if you and the other stakeholders are not all ultimately satisfied?

4. Feasibility

If a collaborative process looks like the best way to proceed, an expert in process design and management can assist the parties in developing specific individual and group strategies to do so. Prior to that, AmeriCorps members can raise preliminary questions about the likelihood of designing and managing an effective collaborative process:

(a) Can legitimate representatives be found for the different groups?

(b) Is the most likely alternative to collaboration unacceptable to the key players?

(c) What deadlines exist, and is collaboration realistic within them? Can they be changed?

(d) Can the dispute be framed so that it does not focus primarily on inviolable values (issues on which the parties cannot or will not move)?

Finally, if collaboration appears useful and feasible to one or more of the parties, the AmeriCorps member can suggest that they contact a person or organization with expertise in collaborative process design and management; contact NAFCM for a list. A process design expert would help the stakeholders determine specific objectives, timelines, procedures and ground rules, types of forums and participation techniques, and the need for mediators or facilitators.

A Guide for "Initiating Intervenors" in Intergroup Community Disputes

The scope and questions below were drawn from David Godschalk et al., Pulling Together: A Planning and Development Consensus-Building Manual (Washington, DC: Urban Land Institute, 1994).

The Role

The "initiating intervenor" helps start a collaborative process for groups in conflict. Although not a mediator or facilitator, s/he makes a positive contribution by talking with some or all of the stakeholders about the conflict and about options they might have for conflict resolution. Initiating intervenors should have basic skills in and knowledge about interpersonal conflict resolution (such as those taught in Modules I and II), community conflict escalation, and effective group problem solving (Module III Section A, and III B, Activity 1).

The Scope

The initiating intervenor helps parties think objectively about:

- the other stakeholders;
- the issues and interests most relevant to the conflict;
- the positions that they and the other stakeholders have taken;
- alternative outcomes (best, worst, and likely) if no consensus is reached; and
- participation in a dispute resolution process with the other stakeholders.

Questions to Raise and Discuss with the Parties

1. Questions about the Stakeholders

    (a) Whose involvement would be central to making any solution in this situation work (groups or individuals)? Who are the leaders of the groups that need to be involved? Who do others consider to be influential? Who has participated in similar decisions in the past?

    (b) Whose involvement might be less central, but still has some indirect influence on the situation (and so should be kept informed or be invited to observe or participate in general public participation meetings, etc.)?

    (c) What kind of relationships do the groups or parties have with one another? Can they build on successful past relationships? Can they resolve any issues from the past now, in order to be better able to address today's situation? Do the parties have an interest in a good future relationship which might serve as an incentive to deal productively with today's issues? Which parties need which other parties to achieve their goals?

2. Questions about the Issues
    (a) Which issues are the most important to you in this conflict? Which do you think are most important to the other stakeholders? What positions are you taking/have you taken on those issues? What are the positions of the other stakeholders?
    (b) What interests underlie your position in this conflict? What do you think are the interests underneath the other stakeholders' positions?
    (c) Do you see any overlap in interests underlying your and the other stakeholders' positions?
    (d) How could you reframe the situation away from a win/lose contest and toward a mutually advantageous effort to get interests met (e.g., "how could our groups get both x and y")?

3. Questions about the Incentives to Collaborate
    (1) If no consensus can be reached in this conflict, what is the best outcome you can imagine? What is worst outcome you can imagine? What outcome is most likely in the absence of a consensus?
    (2) What will happen if you and the other stakeholders are not all ultimately satisfied?

4. Questions about the Feasibility of Collaboration
    (a) Can legitimate representatives be found for the different groups?
    (b) Is the most likely alternative to collaboration unacceptable to the key players?
    (c) What deadlines exist, and is collaboration realistic within them? Can they be changed?
    (d) Can the dispute be framed so that it does not focus primarily on inviolable values (issues on which the parties cannot or will not move)?

"Not in My Backyard"

Adapted from A Student's Guide to Mediation and the Law, by Nancy H. Rogers and Richard A. Salem, Matthew Bender & Company, Inc. (New York, 1987).

Background

Homes for the Developmentally Disabled (HDD) is a locally-managed, non-profit agency that operates two group homes in Stanley County. It has purchased an appropriately zoned tract of land on which it plans to build and operate a third group home for eight women. The land is located at the corner of Butterfly Lane and Horatio Street. Butterfly Lane runs off of Horatio Street into the Butterfly Field subdivision.

Butterfly Field residents and residents of homes along Horatio Street have presented the Stanley County Board of Commissioners with a petition to amend the county zoning ordinance to prohibit group homes from being built within a half mile from each other. The change would essentially block the construction of HDD's group home, since another group home (operated by another agency) is less than a half mile away at another intersection off of Horatio Street. After some discussion among the Commissioners, the Board referred the matter to the County Manager, directing the staff "to assist HDD and the residents living near the proposed group home to resolve their differences." The Board has invested heavily in training its staff in conflict resolution, mediation, and meeting facilitation; it now wants to see some results.

The Manager has asked two county employees who have no other interest in this issue to develop a plan for resolving the dispute between the residents and the non-profit agency. After making a series of phone calls to the people who presented the petition to the Board and to other residents of the area who have been involved in county issues affecting the Butterfly Field/Horatio Street area in the past, the two county employees have set up an initial "process planning meeting" with the President of the Butterfly Field Homeowners Association and the Chair of the Board of Directors for Homes for the Developmentally Disabled.

County Employee Process Designers

You seek an agreement between the parties on the design of one or more collaborative problem-solving meetings that might help in resolving the differences between HDD and area residents over the siting and operation of the proposed group home.

Luckily, you have learned about conflict resolution and meeting facilitation in a series of workshops. Draw on your best instincts as well as the information in your own notes and in the training materials.

Find out what each of the parties would hope to accomplish if their groups participated together in a meeting or series of meetings. Based on those aspirations, see what kinds of agreements are possible on objectives, agendas, and ground rules for any or all of those meetings. Feel free to make suggestions, but note that in the end, the parties are going to have to be confident that the process will meet their needs.

President of the Butterfly Field Homeowners Association

This has hardly been a collaborative process thus far and you do not trust HDD to be open and honest with you. After all, the neighborhood did not find out about the group home until after HDD had purchased the property. Why were they trying to sneak in? What were they trying to hide? And now that the neighborhood has said that they do not want the facility here, HDD is trying to ram the group home down the residents' throats.

You have spoken to a friend of yours who is a lawyer, and she says that there is not much chance of stopping the group home from coming in. She explained that if the County Commissioners passed the ordinance amendment that the neighbors are advocating, then the County could be sued under the Federal Fair Housing Act. The Act prohibits discrimination in housing on account of, among other things, physical and mental disabilities. You can bluff a little — threaten to raise enough opposition to undermine HDD's community fund raising efforts — but in the end, you and your neighbors will have to make the best out of a bad situation.

That's why you want a community meeting at which HDD will have to explain its plans and answer residents' questions. And there are a lot of concerns. You and your neighbors have worked hard to buy your homes. They are your major financial investments and the center of your families' lives. The group home threatens these things.

You hear that the exteriors of the other two group homes run by this agency are not well maintained and that they look "institutional." The residents are probably going to have visits all day from family members, social workers, police, and doctors, turning the area into Grand Central Station. Who would pay to live near this kind of thing?

You do not have a lot of experience with "developmental disabilities." The term sounds like a politically-correct euphemism for something that the bureaucrats don't want you to know about. If the people are retarded, then why isn't HDD saying so? But whatever they are, they are not normal and this makes you and your neighbors nervous. Most of the parents in the neighborhood are working when their kids get home from school and you wonder how the children will be protected from the residents.

Well, if you can't stop this facility, then at least the agency is going to hear how much opposition there is to it. Maybe there should be a vote at the end of the meeting as a dramatic way to register the residents' opposition. Maybe when they see how much opposition there is, the agency will go away voluntarily.

Maybe this "collaborative" process will delay construction. After all, if there are some unanswered questions then the project shouldn't be allowed to go forward. You need a few extra weeks anyway, to check with state and federal officials to see if there are any other ways to stop this thing.

Even though the Horatio Street residents are not as well organized as your subdivision, you want them involved in the process. If any meetings get scheduled, you are willing to distribute fliers and set up a "telephone tree" to get the word out to everyone in Butterfly Field as well as all up and down Horatio Street.

Homes for the Developmentally Disabled, Board of Directors Chair

You're getting tired of having to deal with the bigoted morons who think that people with developmental disabilities ought to live "somewhere else." Your agency only wants to provide high-quality, supervised care for adults who, with a little help, can hold jobs in the community and develop nurturing relationships. You have files on fifty women who could be released from state institutions or moved out of inappropriate home situations if they had alternative places to live.

You have been lobbying the County Commissioners to reject the proposed ordinance amendment. Even if the amendment is passed, [illegible] will not stop the house. Your attorney says that if the County Board passes the amendment, HDD could sue and win on the grounds that the Federal Fair Housing Act prohibits this kind of discrimination in housing against people with mental disabilities. This may be a good threat, but a lawsuit would take time and money which you prefer not to spend in that way.

Nothing about your agency's participation in a "collaborative" process should be understood by anyone else to be a retreat from its intention to build and operate the house. You are not seeking the neighborhood's permission, you are fulfilling a request made by the County Commissioners to your agency. It is common wisdom among human services providers that the only way to be successful at establishing group homes in residential settings is to obtain the property quietly. Now that you have secured your rights, you are willing to meet with the neighbors, answer their questions, and educate them about your agency's plans.

Residents of the home will have a structured schedule for working, recreation, visitors, human services, meals, and chores. Qualified staff will be at the home 24-hours per day, seven days a week. The Horatio Street site was given to HDD by the landowner at a below market price. Its zoning and proximity to a bus stop, which residents will use for shopping, visiting, and getting to work, makes it ideal.

Operating funds will come from the state Department of Mental Health, from Medicaid, from private insurance, from local governments, and from community donations. The Katie J. Murphey Foundation, a national philanthropy, will provide 80% of the construction costs of the new group home if the remaining 20% of construction costs can be raised from local supporters. A good public image will help you in raising funds from the community and local government.

If you can raise the money, you'll build a ranch style home with a large wrap around porch and a beautiful Southern-style garden in the front lawn. You have heard complaints about the upkeep of the other group homes operated by HDD, but this house will be different. Those other homes were sub-standard when HDD obtained them, and HDD improved those homes to their present conditions. With more money, those houses could be upgraded further.

You are a little concerned about the Homeowners Association packing the meeting with opponents. You want a say in who is invited and how the meeting is run. For example, you want the County Commissioners invited so that they can see your agency's best efforts at talking to the neighbors. You intend to invite HDD staff, board members, and family members of some of the residents of your other homes, and you do not want them insulted. The mental health professionals who serve on your board could answer questions or give presentations on developmental disabilities so that the neighbors will understand that the residents are not violent or criminal, but you do not want them shouted down. Suggest that other facilitators be used if the county employees do not give you confidence in their ability to control a controversial public meeting.

You will not allow a collaborative process to delay the construction of the house. It will take some time to raise the funds you need for construction, probably six months. If one or two public meetings were held and HDD got good press out it, then the time will be well spent.

The meeting should be held in a free, public facility. You know people with expertise who would donate some time for educating the residents, but anything to be purchased should be paid for by the homeowners or the County. HDD will photocopy some printed materials (describing the agency, the proposal, and some facts about people with developmental disabilities) for distribution at the meeting. It would not be fair for HDD to spend too much money on this process. After all, you're not the ones raising all of the problems, the residents are.

Activity 3

Your Role in Intergroup Conflict Resolution

Prerequisites: Everything previous in Module III

Objectives: Participants will identify:

- factors that affect their own ability to be an effective initial intervenor
- next steps to foster a collaborative resolution process for a specific intergroup community conflict

Time: 2 hours, 15 minutes (90 minute activity, 45 minute debriefing)

Format: Small group discussion; Large group discussion

Materials:

- newsprint, markers, and tape for posters
- Photocopies of newspaper article (see preparation)
- Paper and writing utensils for all
- *Intervenor Effectiveness* worksheet (p. 63 in workbook)
- *Homework* (p. 64 in workbook)

Preparation: Trainer should choose a local multi-party conflict from a local newspaper. Make photocopies of the article for participants. Make a set of six posters, each with one of the following roles on it, and hang them in different spots around the room:

- **college professor** with expertise in all of the issues being debated
- **activist** with a powerful organization that has a strong position on this issue
- **uninvolved community member** whom almost everyone in the dispute knows and trusts
- **professional mediator** with a good reputation who lives 300 miles away
- **government official** with substantial authority over the issues
- **philanthropist** willing to contribute a significant amount of money

Trainer should also confer with staff about following up *Homework* with participants. Staff should plan a time when participants can either do the *Homework* together, or a time when participants can discuss the results of *Homework* done on their own. Staff may wish to supervise participants in applying these strategies to a real-life conflict in which the group could intervene effectively.

INTRODUCTION:
"As we saw in Activity 2, well-planned discussions by a third party intervenor with disputants can yield opportunities for slowing or reversing an escalating spiral of conflict. But the effectiveness of an intervenor is influenced by a number of factors, both real and perceived. Identifying those factors and how they might affect the parties in the dispute will help predict whether and how an individual should intervene."

1. Trainer distributes copies of the newspaper article to participants and asks them to read it. Clarify any questions about the content of the article, so all share a common understanding of the conflict.

2. Ask participants to choose from the six roles posted around the room:
   (a) the role through which they would *most* prefer to assist the parties in the dispute in finding a resolution; *and*
   (b) the role through which they would least prefer to assist the parties in finding a resolution.

3. Trainer asks participants to go to the poster of their *least* preferred role. Those who cluster there will discuss for 20 minutes why they would not chose this role for themselves.

   Small groups should choose one person in the group to report to the large group. Ask reporters to share their group's report while groups are still under their posters.

4. Trainer now asks participants to go the poster of their *most* preferred role. With that small group, they will discuss for 20 minutes why people prefer this role.

   Small groups should choose one person to report to the large group. Ask reporters to share their group's report while groups are still under their posters.

5. Trainer asks group to reconvene in the large group to *process*.
   (a) How difficult was it to choose a most preferred role? A least preferred role? Why?
   (b) What was your reaction to the choices made by others in the group?

6. Trainer asks the group to make some *generalizations*, about the role of the "initial intervenor:"
   (a) What effect do you think any of the following would have on a person's ability to intervene in this way:
      1) stake in the dispute (high vs. none)

2) affiliation with the parties
3) knowledge of the issues or any procedural options the parties have for dealing with those issues
4) authority over the people or issues or relevant decision-making arenas
5) reputation with the parties
6) insight or creativity ("lots of good ideas")
7) earnestness/dedication to collaborative problem solving

(b) What other assets might contribute to a person's ability to intervene in a dispute in this way?

7. Trainer asks the participants to consider a local intergroup conflict that they would like to see resolved collaboratively (it may be the same one from the last activity or another one) and think of some real-life *applications* for their own ability to intervene.

(a) On the *Intervenor Effectiveness* worksheet (p. 63 in workbook), write down some notes about your potential effectiveness as an intervenor for this dispute with respect to your stake, affiliation with the parties, knowledge of the issues, authority, reputation with the parties, insights, earnestness, and any other assets. (Participants do not have to share their answers with the large group.)

(b) Based on your answers to the worksheet, how many of you feel you would be an effective intervenor in the dispute? For those of you who did not raise your hands, what things, if any, could you change to become a more potentially effective intervenor?

(c) Why do you think this dispute could and should be resolved collaboratively? What additional information would you need to be more certain about this? How could you acquire this information?

8. Trainer refers participants to *Homework* (p. 64 in workbook), to be done after the workshop is over. Staff should indicate how this will be followed up.

SUMMARY

(If group has not already made these points):

"Well-planned discussions by a third party intervenor with disputants can yield opportunities for collaboration among groups in a community. The effectiveness of the interventions we make with disputants is influenced by such factors as our stake in the dispute, our affiliation with the parties, our knowledge of the issues and of the procedural options available for dealing with those issues, our reputations, and any authority we might have."

Intervenor Effectiveness

1. What interests do you have in the dispute and the related issues? How are you affected (personally, professionally, family) by the current situation and any possible changes that might occur in the situation? How might this help your role as intervenor? How might it hinder your role?

2. What is your current relationship to each of the parties? How might the different parties perceive your relationship to themselves and to the others? How might this help your role as intervenor? How might it hinder your role?

3. What kind of reputation do you have with the parties? For what accomplishments and traits are you known by them? How might this help your role as intervenor? How might it hinder your role?

4. What expertise do you have in the issues under dispute? How do the parties see your expertise in the issues? How might this help your role as intervenor? How might it hinder your role?

5. What authority do you have with respect to the parties, the issues or the forums in which the dispute may play out? How might this help your role as intervenor? How might it hinder your role?

6. What other attributes can you think of that might help or hinder your role as intervenor in this dispute?

Homework

1. This first task should be done with one or more co-workers or friends. Participants play the roles of one or more of the parties in a community dispute, as well as an intervenor.
    (a) What would you as an intervenor say to each of the parties privately to foster their participation in a collaborative process?

    (b) What points of resistance can you anticipate, and how would you respond?

2. Write a draft of a letter to one or more of the parties to foster their participation in a collaborative process.

3. Ask the friends or co-workers who played the roles of the parties in #1 above to review and suggest improvements to the letter. Redraft the letter in light of their comments.

Resource Guide

Resource Organizations

Academy of Family Mediators (AFM)
4 Militia Drive, Lexington, MA 02173; 617/674-2663; fax 617/674-2690

AFM is an educational organization devoted to professional development and public education about family mediation. Membership includes a quarterly newsletter, and discounts on professional insurance, trainings, and publications. AFM has an extensive publications list.

Alternatives to Violence Project (AVP)
15 Rutherford Place, New York, NY 10003; 212/477-1067

AVP provides education in the area of conflict resolution, alternatives to violence, and personal empowerment to people in prison. AVP offers train-the-trainers training and consultation for groups around the country who want to do this work.

American Arbitration Association (AAA)
1730 Rhode Island Avenue, NW, Suite 512, Washington, DC 20036; 202/331-7073

The AAA promotes use of voluntary dispute resolution. Its 35 regional offices have a pool of 54,000 trained mediators/arbitrators to assist in a wide variety of topics. The AAA publishes Arbitration Journal and various technical publications to increase public knowledge about dispute resolution.

American Bar Association (ABA), Section on Dispute Resolution
740 15th Street, NW, Washington, DC 20005; 202/662-1680; fax 202/662-1032

The ABA sponsors more than 400 dispute resolution programs nationwide. It provides a clearinghouse for information on mediation, and has a program that encourages law offices to adopt local schools to assist them in implementing mediation programs. Among its publications is the American Bar Association Dispute Resolution Program Directory, 1993.

Association of Family and Conciliation Courts (AFCC)
329 Wilson Street, Madison, WI 53703; 608/251-4001

AFCC was established in 1963 to assist the judicial process with improved family court services, and to maintain professional and ethical standards within these services. It publishes a quarterly journal and newsletter, along with various educational materials concerning family, divorce, and domestic relations issues. The membership consists of approximately 1200 judges, lawyers, mediators, evaluators, mental health professionals, academics, and others who work in the field of domestic relations. AFCC holds annual and regional conferences.

Center for the Study and Prevention of Violence (CSPV)

University of Colorado at Boulder, Campus Box 442, Building #9, Boulder, CO 80309; 303/492-1032

CSPV was founded in 1992 to build an interdisciplinary foundation for understanding and preventing violence.

Children's Creative Response to Conflict (CCRC)

P.O. Box 271, Nyack, NY 10960; 914/358-4601

CCRC provides conflict resolution skills to those who work with young people, such as teachers and parents. Though it is not a membership organization, CCRC has 20 branches that provide various programs, including mediation, bias awareness training, cooperation, communication, affirmation and conflict resolution. Various curriculum materials are also available.

Community Relations Service (CRS)

Martin A. Walsh, U.S. Department of Justice, 5550 Friendship Blvd., Chevy Chase, MD 20815; 301/492-5929.

CRS provides technical assistance in preventing violence and conflict in schools. CRS has developed programs to assist school systems and communities, including "The Management System for School Disruption and Violence," Student Conflict Resolution Teams, Student Problem Identification/Resolution Program, and Conflict Management and Cultural Awareness Training for staff.

Conflict Resolution Center International, Inc. (CRCII)

2205 East Carson St., Pittsburgh, PA 15203-2107; 412/481-5559; fax 412/481-5601; e-mail: crcii@igc.apc.org

CRCII is a resource center to those who work within the conflict resolution field, and to those who are in search of alternative dispute resolution. CRCII maintains a resource database listing various types of conflict resolvers by fields of experience and location. There are 500 dues-paying members, with approximately one-third of the membership from 48 other countries. CRCII publishes the quarterly newsletter Conflict Resolution Notes, and has an extensive computer-catalogued library of conflict resolution materials accessible by phone, fax, e-mail or regular mail.

CONFLICTNET

18 De Boom Street, San Francisco, CA 94107; 415/442-0220; fax 415/546-1794; e-mail: jrhelie@igc.apc.org

CONFLICTNET is a computer network founded in 1989 to assist in the exchange of information and resources in the area of conflict resolution through computer access. CONFLICTNET facilitates information exchange through e-mail, on-line databases, electronic conferences, and on-line community. It can be accessed through Internet.

Council of Better Business Bureaus, Inc., ADR Division

Robert Davis, Director of Operations, ADR Division, 4200 Wilson Blvd., Suite 800,
Arlington, VA 22203; 703/276-0100; 800/334-2406; fax 703/276-0634

The BBB is a public service agency designed to protect consumers. It strives to solve dispute between companies and consumers through mediation or arbitration. The ADR Division provides training in arbitration and mediation. Several BBBs also operate dispute resolution centers in local communities.

Educators for Social Responsibility (ESR)

23 Garden Street, Cambridge, MA 02138; 617/492-1764; fax 617/864-5164

ESR is a national teachers' association that offers curricula and professional development in the socially significant controversies of the nuclear age, including conflict resolution, and seeks to make social responsibility an integral part of education. Services and resources include training, newsletter, curricula, and other publications.

Mennonite Conciliation Service (MCS)

21 South 12th Street, P.O. Box 500, Akron, PA 17501-0500; 717/859-3889;
fax 717/859-3875

MCS is an organization of Mennonite conciliation practitioners who approach conflict resolution from a Christian peacemaking perspective and provide conflict resolution resources to anyone. MCS publishes a quarterly newsletter and other publications, and provides mediation and group conflict intervention training.

National Association for Community Mediation (NAFCM)

1726 M Street, NW, #500, Washington, D.C. 20036; 202/467-6226;
fax 202/466-4769;
e-mail: nafcm@igc.apc.org

NAFCM's purpose is to support the maintenance and growth of community-based mediation programs and processes; to present a compelling voice in appropriate policy-making, legislative, professional, and other arenas; and to encourage the development and sharing of resources for these efforts. Membership includes a quarterly newsletter and a monthly update which includes community mediation news, funding information, and resources.

National Association for Mediation in Education (NAME)

1726 M Street, NW, #500, Washington, D.C. 20036; 202/466-4764;
fax 202/466-4769

NAME promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. It is a national and international clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution in education.

Membership includes a bimonthly newsletter. NAME also sponsors an annual conference, and has an extensive publications list.

National Center for Mediation Education

1160 Spa Road, Suite 1-B, Annapolis, MD 21403; 301/261-2444;
fax 410/974-8888

The Center was founded to refine the structured mediation model developed by O.J. Coogler and to provide quality training in mediation to professionals in both public and private settings.

National Coalition-Building Institute (NCBI)

1835 K Street, NW, Suite 715, Washington, DC 20006; 202/785-9400;
fax 202/785-3385

NCBI is a national organization committed to building coalitions and reducing prejudice in a variety of workplaces. NCBI works with businesses, universities, schools, and other groups, and sponsors three institutes every year on conflict mediation and prejudice reduction.

National Conference on Peacemaking and Conflict Resolution (NCPCR)

George Mason University, 4400 University Drive, Fairfax, VA 22030-4444;
703/934-5140; fax 703/934-5142

NCPCR is a non-member organization which sponsors international conferences where individuals working and researching conflict resolution processes in a variety of areas and settings can exchange ideas and develop new projects.

National Crime Prevention Council (NCPC)

1700 K Street, NW, Second Floor, Washington, DC 20006-3817; 202/466-6272;
fax 202/296-1356

NCPC is an organization whose mission is to enable people to prevent crime and build safe, more caring communities. NCPC publishes books, brochures, program kits, and other materials, and operates demonstration programs, especially in community and youth issues.

National Institute for Citizen Education in the Law (NICEL)

1717 Massachusetts Avenue, NW, Washington, D.C. 20036; 202/546-6644.

NICEL is a project of the Consortium of Universities of the Washington, DC metropolitan area. Since 1975, NICEL has developed innovative educational programs aimed at empowering young people through the study of law-related education (LRE). Through LRE, students learn about laws, the legal system, and their rights and responsibilities. NICEL has developed curriculum materials which help students become involved in community crime prevention efforts.

National Institute for Dispute Resolution (NIDR)

1726 M Street, NW #500, Washington, DC, 20036; 202/466-4764;
fax 202/466-4769

NIDR facilitates the synthesis of ideas drawn from practitioners and research in dispute resolution and translates them into improvements in the field through grant-making and technical assistance. NIDR publishes the periodical Forum and a bimonthly newsletter, and has an extensive publications list.

National MultiCultural Institute (NMCI)

3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2556;
202/483-0700; fax 202/483-5233

NMCI is a non-profit organization founded in 1983 to improve understanding and respect among people of different racial, ethnic, and cultural backgrounds. NMCI organizes three conferences a year, offers diversity training and consulting, develops educational resource materials, and maintains a mutlilingual mental health counseling and referral service.

National Peace Foundation

1835 K Street, NW, Suite 610, Washington, D.C. 20006; 202/223-1770

The National Peace Foundation was formed in 1982 as the educational affiliate of the National Peace Academy Campaign. The Campaign was founded as a public service organization with the objective of establishing a federally-chartered educational institution dedicated to peacemaking and conflict resolution. The Foundation was established to develop educational programs to promote public understanding of the need for the Peace Academy. The Foundation publishes a newsletter, the Peace Reporter, and a bibliography of literature on international peacemaking and conflict resolution. It also provides international conflict resolution training programs.

Prisoner and Community Together (PACT) Institute of Justice

254 S. Morgan, Valparaiso, IN 46383; 219/462-1127; fax 219/477-4125

PACT operates numerous alternatives to incarceration programs in northern Indiana, including victim-offender mediation and community corrections. It also has an extensive resource center with publications, information, research, technical assistance, and training in the areas of restorative justice.

Program For Community Problem-Solving (PCPS)

915 15th Street, Suite 600, Washington, D.C. 20005; 202/783-2961

PCPS helps community leaders nationwide enhance their abilities to "get things done" with collaborative decision-making tools in activities such as long-range planning, service delivery, conflict resolution, program implementation, and problem solving. PCPS strives to help communities empower themselves and develop a civic culture that nurtures and supports inclusive, collaborative decision-making processes.

Society for Professionals in Dispute Resolution (SPIDR)
815 15th St. NW, Suite 530, Washington, DC 20005; 202/783-7277; fax 202/783-7281

SPIDR is an international organization, with local chapters and special interest sectors, which promotes the use of all types of third party neutrals and all sectors of practice. SPIDR sponsors annual, regional, and topical conferences. Membership includes the quarterly newsletter, a Job Line, discounted professional liability insurance, and discounts on publications and SPIDR conferences.

Victim-Offender Mediation Association (VOMA)
c/o St. Vincent de Paul Center for Community Reconciliation, 777 S. Main Street, Suite 200, Orange, CA 92668; 714/836-8100; fax 714/836-8585

VOMA facilitates the exchange of information among victim-offender mediation programs around the world through its newsletter, publications, and conferences. It also develops guidelines for program management and standards of practice, and advocates for public policies which enhance opportunities for restorative justice in general and victim-offender mediation specifically. Membership includes a quarterly newsletter and conference discount.

Vigorous Interventions In Ongoing Natural Settings (VISIONS)
545 Concord Ave., Suite #1, Cambridge, MA 02138; 617/876-9257;
fax 617/876-5118

VISIONS is an international nonprofit organization, founded in 1984, that provides multicultural services in the areas of consultation and training, organizational assessment and development, technical assistance, and psychotherapy. VISIONS defines multiculturalism as the process of recognizing, understanding, and appreciating our own racial and cultural heritage, as well as that of others. The organization's mission is to eliminate all forms of "ism"s and Internalized Oppression. VISIONS works with all sectors of society.

Resource Publications Sources

Children's Creative Response to Conflict
P.O. Box 271, 521 N. Broadway, Nyack, NY 10960-0271; 914/353-1796;
fax 914/358-4924

Committee for Children
172 20th Avenue, Seattle, WA 98122, 800/634-4449; fax 206/343-1445

Community Board Program
1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250;
fax 415/626-0595

Grace Contrino Abrams Peace Education Foundation
3350 Biscayn Blvd., Suite 400, Miami, FL 33137; 800/749-8838

Harvard Law School Program on Negotiation
513 Pound Hall, Cambridge, MA 02138; 617/495-1684

Mediation Network of North Carolina
P.O. Box 241, Chapel Hill, NC 27514-0241; 919/929-6333; fax 919/967-1886

National Conference on Peacemaking and Conflict Resolution (NCPCR)
George Mason University, 4400 University Drive, Fairfax, VA 22030-4444;
703/934-5140; fax 703/934-5142

National Institute for Dispute Resolution (NIDR)
National Association for Mediation in Education (NAME)
1726 M Street, NW #500, Washington, DC, 20036; 202/466-4764; fax 202/466-4769

New Mexico Center for Dispute Resolution
620 Roma NW, Albuquerque, NM 87105; 505/247-0571; fax 505/242-5966

Ohio Commission on Dispute Resolution and Conflict Management
77 South High Street, 24th Floor, Columbus, Ohio 43266-0124; 614/752-9595

Wilmington College Peace Resource Center
Pyle Center Box 1183, Wilmington, OH 45177

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CE

Workbook

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I. Introduction

A. Conflict In Our Lives

Conflict is a normal, inevitable part of life. As long as we are alive and feeling, thinking, questioning, and making decisions, we will encounter conflict. Some of these conflicts will be focused within ourselves; other conflicts will occur in the context of a relationship with another person; and some conflicts will arise when lots of people interact — either within one group, or between two or more groups.

The conflicts we face each day may be small and passing, or of great import and drawn out. We are just as likely to have conflicts with people we like as with those we don't like; and we probably have as many conflicts with people who are like us as we do with those who are not like us. Some conflicts we can see coming; other conflicts come up seemingly unexpectedly. In short, our ability to deal effectively with conflict is tested constantly throughout our lives, and the effects of conflict on our lives can be enormous.

B. Why Learn Conflict Resolution Skills?

It makes sense that we would want to maximize our ability to resolve conflicts in a satisfying way. Yet few of us receive formal preparation for or education in resolving conflict effectively. The way we approach conflict or behave in a conflict is based on a lifetime of individual experiences, including what we have been taught; our environment; our (perceived) strengths, power, and vulnerability; the behavior of those around us and/or those we admire; and the successes and failures of different strategies we have seen or tried.

The way we deal with conflict is often an automatic reflex, an unconscious choice, a strategy based on fear (what will happen if I don't do the right thing?), confusion (what did she mean by that?), mistrust (I'd better look out for my interests because he's only looking out for himself), or survival (if I challenge the way things are, I'd have to suffer the consequences). When conflict evokes strong feelings in us, we act in response to those feelings, and may not apply the same thoughtfulness and skills to resolving a conflict as we would when listening to a close friend.

Is it any wonder, then, that dealing with conflict is not often a safe and positive learning experience for many people?

C. A New Approach to Conflict

The premise that underlies this curriculum is that we all can approach conflict in a thoughtful, constructive way, which will produce satisfying, positive results, not only for ourselves, but for those around us. This approach is *effective, collaborative, and constructive conflict resolution.*

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If we have not often experienced conflict in this way, we will have to make some changes in our conflict habits and attitudes in order to achieve these positive results. As Danaan Perry, author of *Warriors of the Heart*, says, "Change occurs right at the edge of your comfort zone." Learning new ways to deal with conflict may be uncomfortable at times, and scary at others. Integrating new ways of resolving conflict into our lives will take time.

Why, then, should we change our approach to conflict? Since change will require motivation, effort, time, discomfort, and trust, wouldn't it just be easier for us to continue doing conflict business as usual?

D. Change Is Good!

The answer to this question lies within each of us. For those of us who are satisfied with the way we presently deal with conflict, there may not be much motivation to change. But for those of us who are not satisfied with the effects conflict has on our lives and are looking for a better way to deal with conflict, now may be the time to learn and to try something different.

In this curriculum are concepts, skills, and processes for resolving conflict that may be different from "business as usual." We hope the participants will listen with open minds and open hearts, and experiment with the skills and activities. Those participants who already have effective, constructive ways of dealing with conflict can benefit by receiving reminders about what they know and support for what they do. The more experienced participants can also assist with the learning of others.

E. Goals of Training

The curriculum is designed to train AmeriCorps members in new ways of looking at and responding to conflict situations, whether in their service projects, in their community, or in their personal lives. The activities in the curriculum offer participants increased awareness of conflict dynamics and skills for implementing behavior changes. We believe that if AmeriCorps members better understand and resolve the conflicts they encounter in their lives, the result will be improved personal effectiveness and organizational performance, and community empowerment.

Specifically, by participating in this training, AmeriCorps members will:

1. increase their awareness of the effects of conflict on their lives;
2. identify achievable goals in changing their conflict attitudes and behaviors;
3. identify feelings, interests, and power resources of those in a conflict;

4. deal effectively with their own and others' anger;
5. send and receive information effectively in a conflict;
6. identify effective solutions to conflicts;
7. build relationships that can withstand differences and conflicts;
8. make a commitment to employing constructive, collaborative strategies in a conflict.

F. Definition of Terms

Since the focus of this curriculum is on effective, collaborative, constructive conflict resolution skills and processes, let's define some of these terms.

1. **Conflict resolution** means settling or solving a disagreement between two or more people. In the curriculum, we may also use the phrases "conflict-solving," "problem solving," or "resolving a conflict " interchangeably. We tend to avoid the term "conflict management," as it can be interpreted as keeping a lid on a conflict, or smoothing things over, while not actually solving or settling the issues.
2. **Effective** conflict resolution addresses the *root issues* of the conflict. Most conflicts are about people trying to get things that they need or want and coming up against obstacles in that effort. So to resolve a conflict effectively, each person must identify what s/he is trying to get ("interests" or "needs") and seek creative solutions to meet those interests. If those interests are not met, the conflict will recur.
3. **A collaborative** approach to conflict between two or more people means that the interests of each of those involved are communicated clearly to one another and understood, and that all these interests are valued. Collaborative conflict resolution values each party equally and seeks a resolution that is satisfying to each party, not just one.
4. **Constructive** conflict resolution aims at solutions that will make the situation *better* in the future, not worse. In conjunction with the collaborative element, these solutions should make things better for *each* party involved, not just one.
5. **Negotiation** is another term which may refer to the conflict resolution process between two or more people. We use negotiation to mean that the parties themselves are communicating directly with each other about their interests and trying to reach an agreement.
6. **Mediation** is an effective, collaborative, constructive conflict resolution process where there is a neutral third-party helper (a mediator), who facilitates the process between disputing parties. (Mediation training for interpersonal disputes is not covered in this curriculum, even though many of the skills and processes contained herein are utilized in mediation.)

7. **Meeting or Group Facilitation** is assistance provided to a group in planning and conducting meetings, focusing on communication, problem-solving, decision-making, and conflict resolution processes. Effective facilitation can be provided by a member of the group or an outsider, as long as the person is neutral, skilled, and acceptable to the group.

G. Power in Conflict

In some conflicts, we may perceive ourselves as not having as much "power" as the other person. That power imbalance may seem to dictate a particular outcome to the conflict (i.e., the person with "more power" will win, the "less powerful" person will lose). Another underlying premise of this curriculum is that there are, in fact, many different kinds of power resources which all individuals have and can use to achieve their goals, even in a seemingly power-imbalanced situation.

Power exists at different levels, as well, and can impact conflict at any of these levels:

1. **Personal power** is a sense of being able to make choices about one's life and an awareness of how one's actions and thoughts impact one's life.
2. **Interpersonal power** is the ability to influence another person. Although all individuals have personal power, it is often the *perception* of power that allows one person to exert more influence over another. This perception of power may be based on personality, role, job status, class, race, ethnicity, gender, age, physical ability, or sexual orientation. The interpersonal power balance may be tipped by how much each person understands, respects, and appreciates the other in relationship to her/himself.
3. **Institutional power** is the ability to impact a system. Systems are made up of people. Therefore, a system can be changed by an individual exerting interpersonal power over other individuals to reach a critical mass for change, or by a group of people with a common goal influencing an individual who is perceived to have more power.
4. **Cultural power** refers to the desire to have and use power, which is connected to the values, beliefs, and rewards that cultural or social norms have placed on power.

The key then is first, to identify the power one does have in a conflict, and then, to use it in the effective, collaborative, constructive conflict resolution process. Power, of course, can be used in other ways (e.g., selfishly, destructively, etc.); however, we are including it in the curriculum in the context of the conflict resolution values we have outlined above.

H. Choices in Conflict

Just as each of us has some power in a conflict, each of us has choices in a conflict. We can choose which approach we will take, how we will act, what we will say, and even how we think about or interpret the conflict.

If we want to use the conflict resolution process outlined in this curriculum, at each step of the conflict, we must make a conscious choice to think and act in an effective, collaborative, constructive way. We may not be able to control what choices others make, but we can make choices for ourselves. And if we don't act or think collaboratively or constructively, that too is a choice.

Recognizing that we have choices and making choices are forms of power. Along with power comes responsibility: I choose how I think and act, and I am responsible for the results.

This curriculum presents opportunities for participants to recognize and increase their power and choices in conflicts. Exerting power and making choices facilitate an effective, collaborative, constructive conflict resolution process that can result in lasting, satisfying, and positive results.

I. Cultural Lenses

Certainly the effectiveness and acceptability of any approach to conflict resolution are affected by the values or norms of the culture in which the conflict exists. There are cultures both within the United States and elsewhere in which the collaborative approach described in this curriculum may not be effective nor accepted. This approach is based on certain values and experiences which may not be applicable or transferable to every conflict. We offer the collaborative approach as one model — one way to view conflict resolution — to be considered in light of the particular circumstances, values, and needs of the parties involved in a dispute.

There is a selection of resource materials on conflict and culture in the Resource Guide.

Module I:
Personal Strategies for Conflict

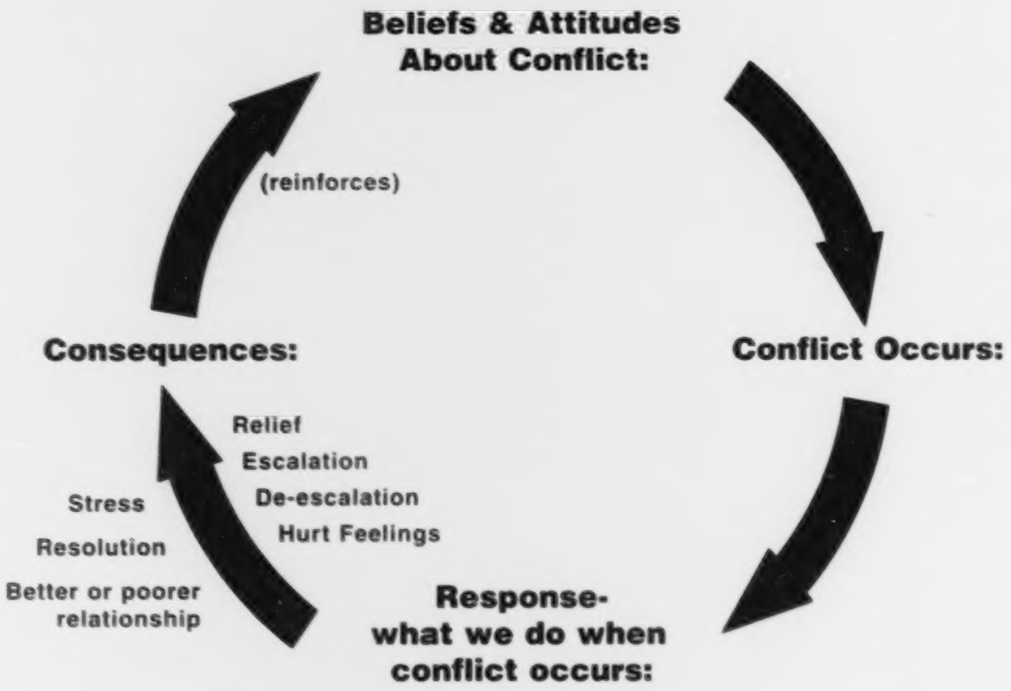
Module I addresses conflict at the *personal* level: the dynamics that occur within our individual selves when we are confronted with a difficult situation. This module guides participants to look *within* first when dealing with a conflict, in order to find information that will be useful in creating an effective plan to resolve it.

Activities in Module I cover:

- definitions of conflict
- early conflict experiences and messages
- the impact of social and cultural influences on conflict
- present behaviors in and attitudes about conflict
- the phases of the conflict cycle
- conflict resolution styles or approaches
- individual sources of power in conflict
- the impact of values and goals on choices in conflict
- identification of feelings
- dealing effectively with one's own anger
- identification of interests
- personal goals for improving conflict behavior

Module I is a must for participants who have had no introduction to conflict resolution. For groups who have had at least some of this introductory material, the activities in this module may still be useful for review, reinforcement, and clarification of concepts and skills.

The Conflict Cycle



Beliefs & Attitudes About Conflict:

Conflict Occurs:

Response- what we do when conflict occurs:

Pretend nothing's wrong
Just give in
Hit someone or get visibly angry
Go to an authority
Use the silent treatment
Cry
Complain to someone else
Smile no matter what
Make jokes, Kid around
Agree to talk about it (no yelling)

Consequences:

Relief
Escalation
De-escalation
Hurt Feelings
Stress
Resolution
Better or poorer relationship

(reinforces)

The Conflict Cycle

A personal conflict experience moves through a series of phases that together make up a self-perpetuating cycle. This cycle can be positive or negative. By examining the cycle of conflict, we can begin to understand the ways in which conflict operates in our life.

Attitudes and Beliefs

The cycle begins with our beliefs and attitudes about conflict. Our beliefs and attitudes affect how we will respond when conflict occurs. They arise from many sources, including:

- Childhood messages we received about conflict;
- The behaviors modeled by our parents, parent figures, teachers, and friends;
- The attitudes presented by the media; and
- Our own experiences with conflict.

The Conflict

In the next phase of the cycle, a conflict occurs. The conflict may be over something said or done by one party in the conflict. Each person's perception of the other person's intent is critical.

The Response

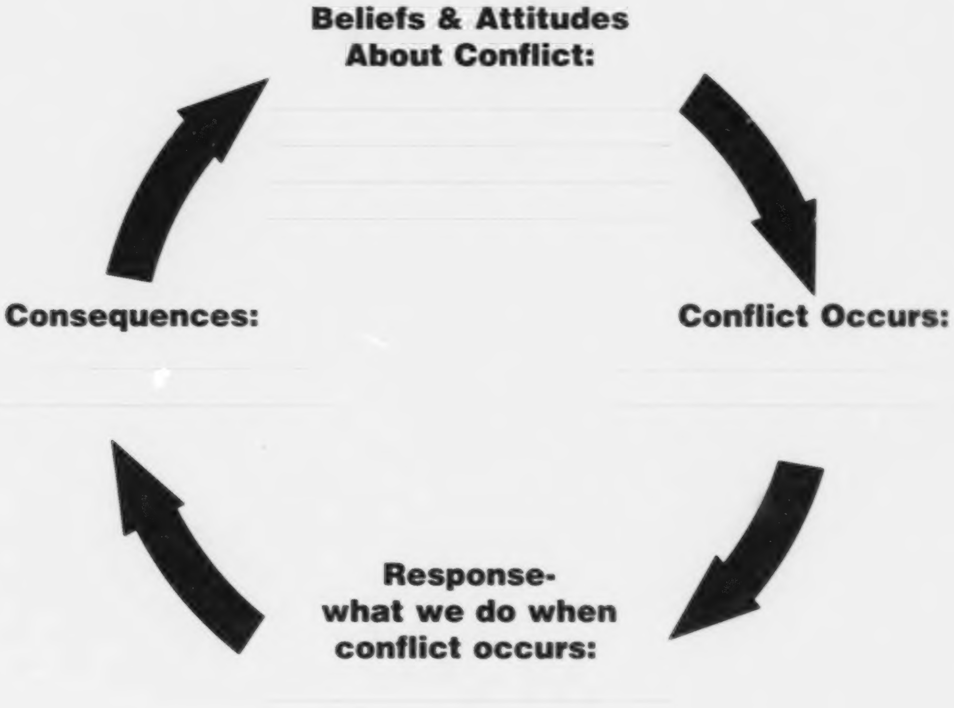
The response is the point where we take action. Given our personal set of beliefs and attitudes, often we will react in the same general way in most or all conflicts. Our reactions, therefore, can tell us a lot about ourselves and our patterns in conflict situations.

The Consequence

The response leads, in turn, to one or more consequences. For most of us, the outcomes of the conflict cycle reinforce our belief systems and perpetuate our behavior patterns.

The Conflict Cycle ©1987 The Community Board Program, Inc.

The Conflict Cycle (worksheet)



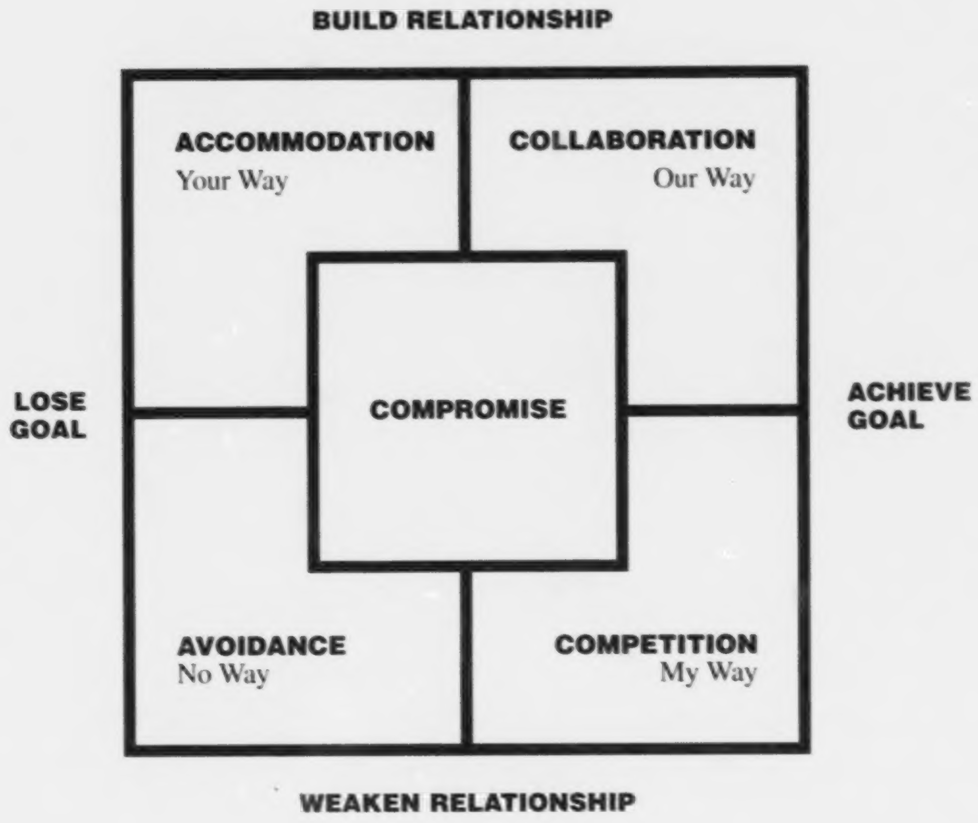
Beliefs & Attitudes About Conflict:

Conflict Occurs:

Response- what we do when conflict occurs:

Consequences:

Conflict Resolution Styles


BUILD RELATIONSHIP
ACCOMMODATION
Your Way
COLLABORATION
Our Way
LOSE GOAL
COMPROMISE
ACHIEVE GOAL
AVOIDANCE
No Way
COMPETITION
My Way
WEAKEN RELATIONSHIP

Notes

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Some Feelings

accepted
afraid
annoyed
anxious
angry
ashamed
bashful
bewildered
bitter
bored
brave
calm
confident
confused
concerned
defeated
defensive
depressed
detached
disappointed
disgusted
disturbed
eager

ecstatic
edgy
elated
embarrassed
enthusiastic
envious
excited
fearful
foolish
free
frustrated
furious
glum
good
guilty
happy
helpless
high
hopeful
hostile
humiliated
hurt
inadequate
inhibited

intense
intimidated
irritable
jazzed
jealous
joyful
lonely
loving
mean
miserable
needed
neglected
nervous
passionate
peaceful
pessimistic
playful
pleased
pressured
protective
puzzled
rejected
relieved
resentful

restless
sad
sensual
sentimental
sexy
shaky
shy
silly
strong
subdued
tender
tense
terrified
tight
tired
trapped
ugly
uneasy
uptight
vulnerable
warm
weak
wonderful
worried

Credit: Looking Out/Looking In, *3rd ed. Adler and Towne, 1987*

Interests

- love
- safety
- friendship
- appreciation
- relaxation
- acceptance
- trust
- understanding
- respect
- security
- approval
- competence
- self esteem
- consideration
- excitement
- physical needs (food, shelter, clothing, etc.)
- power
- control
- freedom
- fun
- comfort
- privacy
- order

Positional Statements

1. I refuse to attend any more evening meetings.
2. My supervisor is always complimenting Stella, but never says anything to me.
3. You're doing it wrong!
4. Hey, it wasn't my fault. People never tell me anything around here.
5. I'm doing twice as much work as Joe is, and it's just not fair.
6. He never calls when he says he will.
7. If you're late one more time, you can just find your own ride to work.
8. Quit looking at me like that.

Notes

Sources of Power

Power is one of our basic interests or needs in life; all of us want to have power in our lives and relationships. Although many people consider power to be threatening, in and of itself, power is neither good nor bad: power can be used to hurt others or to help others.

Power simply means the ability to influence others. There are many sources of power, from brute force to love. And power is a two-way street: your power over me is limited unless I give my permission.

Everyone has power; everyone gives power away. When we define power as influence, we realize that we all influence and are influenced by other people.

Power can be used to dominate others or to enhance our sense of our own power. This list describes some of the many sources of power we may use...and reasons we give power to others.

Formal Authority
Invoking or appealing to "legitimate" power roles: president, police officer, boss, parent.

Reward and Punishment
Giving or withholding approval, love, money, protection: Rewards can increase attractiveness and influence, but coercion can weaken the relationship and the power base.

Personal Power
Charisma: Projecting an internal sense of strength, clarity, integrity, wisdom; often such people are attractive to others who want to be more like them.

Expert Information
Possessing knowlege or abilities that others value: a plumber when you need one; the office secretary.

Money
Possession of wealth or adequate funds: Control of finances, comfort with money.

Physical Appearance:
Fitting socially approved stereotypes of attractiveness: able-bodied, appropriate dress, size.

Race and Class
Of a cultural/social background that perceives iself to be the norm or the ideal: in this society, white and upper/middle class have traditionally had more power than those of other races or classes (but as white upper/middle class becomes a more marked minority in our society, it will be interesting to see how power shifts).

Gender
Having the stereotypical characteristics of one gender or the other: in this society, aggressive (physically or otherwise) males perceive themselves and are perceived as more powerful. In the corporate culture, women who act "like men" advance farther than "feminine" women.

Age
Being perceived or proved to be of a certain chronological age: looking younger than one is may be perceived to be an advantage as one ages; yet you may have to show your ID to get a senior citizen discount. A teenager cannot vote; yet many adults are intimidated by the presence of a group of teens.

Verbal ability
Use of language: effective speaking, emotion-hooking language, some accents are more respected than others.

Numbers
A group is perceived to have more power than an individual: "there is safety in numbers;" people uniting visibly or vocally may exert political or physical power.

Discussion Questions

(a) What are other sources of power?

(b) What are your own (individual) sources of power?

(c) Give examples of when power could not be exerted because it was not acknowleged or permitted by the other (e.g., teenager disobeys parent or teacher; power company ignores 1,000 protesters of a nuclear plant).

(d) How does our individual sense of powerfulness or powerlessness affect the way we react to a conflict?

(e) How do you use your power in a conflict? Do you ever give your power away?

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Notes

Action Plan Worksheet #1

Think of a conflict you are in or have been in.

1. Briefly, this is what happened:

2. The other person in the conflict is.....
   My relationship with that person is (e.g., work, personal, temporary, new, etc.)...

3. The feelings I have in this conflict are...

4. This conflict affects my daily life in these ways...

5. Is this a relationship I care about or is important to me? ___Yes ___No

6. Will this situation matter tomorrow/a week from now? ___Yes ___No

7. Is something important to me at stake here? ___Yes ___No

Summary:

- If you don't have strong feelings about the conflict (question #3)...
- If it doesn't have much effect on your daily life (question #4)...
- If the answers to questions #5, 6, and 7 are NO...

You may want to consider letting go, moving on.

- If you do have strong feelings...
- If it does have an effect on your daily life...
- If the answers to questions #5, 6, and 7 are YES...

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Go on to next page.

Action Plan Worksheet #2

Reframing the Problem

1. The interests/needs I am trying to get met here are...

2. What other experiences from my past (having nothing to do with this conflict) remind me of this problem?

3. What other stresses are going on in my life (having nothing to do with this conflict) that may be affecting my reaction to this situation?

4. How have I already tried to deal with this conflict?

5. What will happen if this conflict doesn't get resolved? (i.e., if things don't change or if things get worse?)

6. Am I willing at this point to make these statements?
   (a) I can make this conflict situation better. _____Yes _____No
   (b) I want to make it better. _____Yes _____No
   (c) I'm willing to try something new. _____Yes _____No

Summary:

- If you answer YES to the statements in question #6, go on to next page.
- If you answer NO to #6, take some time to think, and go back to Worksheet #1.

Action Plan Worksheet #3

Possible Solutions

1. How would I like the situation to be different? What would it look like if it were better?

2. Here are some things I *could* try to make it better (include strategies for cooling off, if anger has gotten in the way of a good resolution):

3. Are there others who could help me make things better? Who?

4. What could they do?

5. How could I get them to help me?

6. Of the options above, these are the ones that I'd be willing to try and that would make things better (not worse):

7. The first thing I'll try is...

8. The second thing I'll try...

9. The third thing I'll try is...

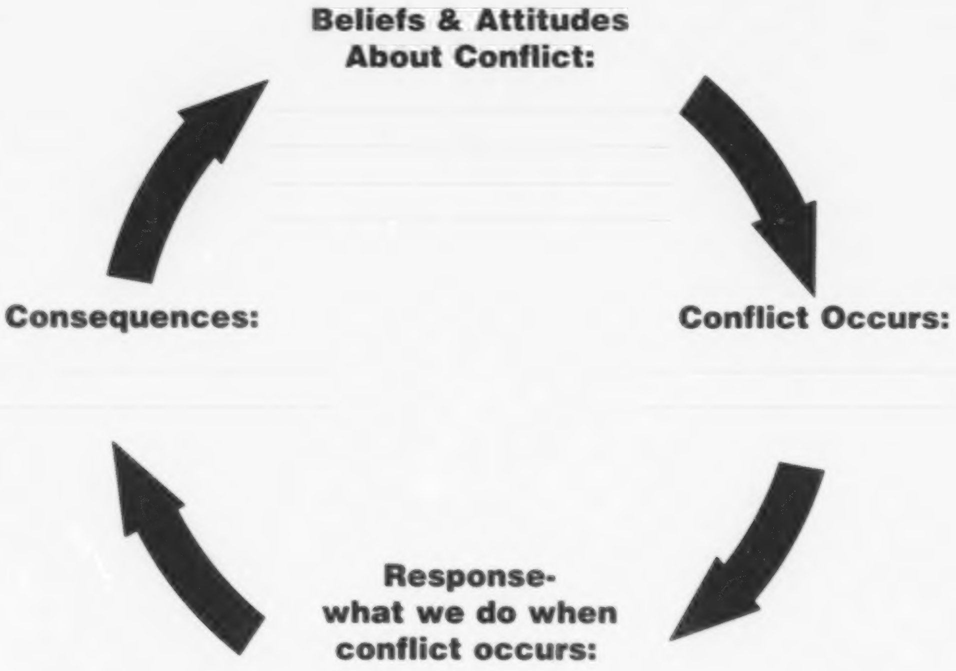
Module II:

Interpersonal Strategies for Conflict

Module II builds on the material introduced in Module I by focusing on conflict at the interpersonal level. The emphasis here is on attitudes, skills, and behaviors to use with the other individual we're in conflict with. Like Module I, Module II provides an effective, constructive, collaborative approach to resolving a conflict. Activities in Module II include:

- strategies that escalate or de-escalate conflict
- levels of trust
- similarities and differences in values, cultural and social influences, and behaviors between the individuals in the conflict
- power imbalances
- a step-by-step negotiation process
- anger management
- conflict analysis and planning
- communication skills (receiving and sending messages effectively)
- identification of solutions
- personal goals for improving conflict resolution in a relationship

The Conflict Cycle (worksheet)


Beliefs & Attitudes About Conflict:
Conflict Occurs:
Response- what we do when conflict occurs:
Consequences:

Social/Cultural Influences and Values Questionaire (SCIVQ)

1. What social and cultural influences have had the most impact on the way you deal with conflict?

2. In a conflict, what (if any) incorrect assumptions do people make about you, because of social or cultural generalizations (e.g., "women always cry in a conflict" or "men shouldn't express their feelings")?

For the following questions, think about one or two specific people you have had conflicts with.

3. What social and cultural influences may have had an impact on the way that person deals with conflict?

4. What similar social and cultural influences do you share with this person?

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5. What values do you share with this person?

6. What social and cultural influences are dissimilar between you and the other person?

7. How do your values differ?

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Power Imbalances In Action #1

Read the story and answer the questions that follow. First think of your own answer, then discuss as a group.

SUSAN AND GREG

Susan is sitting in the living room preparing a report for an important project at work. Greg, her 15-year-old son, walks through the room eating an apple. Susan asks Greg to sit down a minute because she wants to talk with him about the call she's received from school reporting his truancy. Greg takes a long look at her, tosses the apple in the air, catches it behind his back, takes a bite out of it, and strides out of the house.

1. What power resources does Susan have? How does she use them?

2. What power resources does Greg have? How does he use them?

3. To what extent is power balanced in this story?

4. What could Susan do to establish a greater balance of power? What could Greg do? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances In Action #2

Read the story and then answer the questions that follow. First think of your own answers, then discuss as a group.

THE OFFICE

The accounting firm of Ritchie, Strong, and White consists of five partners, seven assistants, and three clerical people. The partners are all men, about 40 years old; four are white and one is Latino. Most of the assistants are white women; there is one Latina, and one white man. The assistants are in their late 20s or 30s. The clerical workers are three women of color, one just out of high school and two in their 50s.

Whenever one of the partners has work to be typed or calls to be placed, the assistants' work automatically gets bumped back to a lower priority. One of the assistants, Mr. Pierce, always blows up at Mrs. Adams, a clerical worker, when she tells him she can't get to his work because she's working for a partner. Mrs. Adams doesn't appreciate this, and has started routinely to put Mr. Pierce's work at the bottom of her tray, even if she's not working for a partner. Last week, Mr. Parker, one of the partners, chastised Mr. Pierce because of his low productivity.

1. What are Mr. Pierce's power resources? How does he use them?

2. What are Mrs. Adams' power resources? How does she use them?

3. What are Mr. Parker's power resources? How does he use them?

4. To what extent is power balanced in this story?

5. What could Mr. Pierce, Mrs. Adams, or Mr. Parker do to establish a greater balance of power? What would motivate each of them to do that? (I.e., why should they?)

Power Imbalances In Action #3

Read the story and then answer the questions that follow. First think of your own answers, then discuss as a group.

ROY AND FRANCES

Roy and Frances are AmeriCorps members who work on the same service project, rehabilitating vacant old school buildings. Roy is just out of high school, where he was a star football player, but his low grades kept him from accepting an offer to play ball at State. Frances has had two years at an expensive, private college, where she majored in literature, and is taking a year off to earn money for tuition.

Mary Elkin, their supervisor, assigned Roy and Frances as partners. There is a lot of heavy lifting, as all the old fixtures, furniture, and panels are taken out, and Roy inevitably does most of the physical labor. Frances spends more of her time talking with Ms. Elkin about the plans for the future use of the building, visualizing which rooms might be put to what use.

Roy came in one sweltering morning to see a room full of file cabinets which had to be moved. When Frances came in about a half-hour later, he said in a sarcastic tone, "Well, Miss Fancy-pants, which file cabinet do you want to start with?" Frances looked at him like he'd lost his mind, and went to talk to talk to Ms. Elkin about Roy's rudeness.

1. What are Roy's power resources? How does he use them?

2. What are Frances's power resources? How does she use them?

3. To what extent is power balanced in this story?

4. What could Roy or Frances do to establish a greater balance of power? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances in Action #4

Read the story, and then answer the questions that follow. First think of your own answers, then discuss as a group.

THE SITE

Edgar Smalley, a retired elementary school principal, is an AmeriCorps member assigned to an individual service project at a busy afterschool program. His job is to assist the three lead teachers, who have groups of children from ages 4 to 6, 7 to 9, and 10 to 13. Edgar has worked hard to implement activities that he had used successfully at his school.

Nancy Franco, the lead teacher of the 7 to 9 group, is not long out of college, and has even intimated to Edgar that she took this job only because she's waiting to get another one in her field of business. But Nancy takes her role of supervisor seriously, and has rebuffed Edgar's efforts to change the format of her group's activities.

Edgar is getting tired of Nancy's attitude, so he has started spending more time with the other two groups.

1. What are Edgar's power resources? How does he use them?

2. What are Nancy's power resources? How does she use them?

3. To what extent is the power balanced in this story?

4. What could Edgar or Nancy do to establish a greater balance of power? What would motivate either of them to do that? (I.e., why should they?)

Power Imbalances in Action #5

This is a story from your life! Think of a conflict you were/are in where it seemed that one person had a lot more power than the other. Answer the following questions. These answers are just for yourself, and will not be shared.

1. Who was in the conflict and what was the relationship between you?

2. On the surface, which of you seemed to have the most power?

3. For the "more" powerful person, what were his/her sources of power?

4. For the "less" powerful person, what were his/her sources of power?

5. Did either person try to equalize or balance the power? How?

6. How did the conflict end?

7. How did the difference in perceived power affect the way the conflict ended?

8. Could the person with "less" power have done anything else to balance the power in a positive way? What?

9. Could the person with "more" power have done anything else to balance the power in a postive way? Why should they?

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8-Step Conflict Resolution Process

Step One: Deal Effectively with Anger

- You can't negotiate a good agreement if you and/or the other person are too angry to think straight or if you don't ackowledge your feelings.

Step Two: Do Your Homework (think before you approach)

- How does this conflict affect each of us?
- What interests or values are at stake here for each of us?
- What prejudices or assumptions do we each have about the other?
- What approach or style would be best here (avoid, compete, collaborate, etc.)?
- If I want to collaborate, what would be the right time and place to initiate that?

Step Three: Set a Positive Tone

- Invite the other person to negotiate. ("Could we talk?")
- State positive intentions. ("I'd like to make things better between us.")
- Acknowledge and validate the other person. ("I can see this is difficult for you, too." "Thank you for working with me on this.")

Step Four: Use Ground Rules (they may be stated or unstated)

- One person talk at a time.
- Work to improve the situation.
- Stay calm.

Step Five: Discuss and Define the Problem

- One at a time, each person shares issues and feelings.
- Use effective listening and speaking techniques.
- Identify interests and needs.
- If necessary, discuss assumptions, suspicions, and values.
- Summarize new understandings.

Step Six: Brainstorm Possible Solutions

- Each person contribute ideas to satisfy interests and needs.
- Don't criticize or evaluate ideas yet.
- Be creative.
- Use "I can..." or "We could..." rather than "You should..." or "You'd better..."

Step Seven: Evaluate and Choose Solutions

- Solutions should be:
  a) mutually agreeable
  b) realistic
  c) specific
  d) balanced
- Solutions should address the main interests of both parties.

Step Eight: Follow Up

- Check back with each other at an agreed-on time and date.
- If the agreement isn't working, use the same process to revise it.

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Your Conflict Homework (Think before you leap)

Think of a specific conflict with another person, and answer these questions about it.

1. How specifically does this conflict affect each of us?

   Me:

   The other:

2. What interests or values are at stake here for each of us?

   Me:

   The other:

3. What prejudices or assumptions do we have about each other?

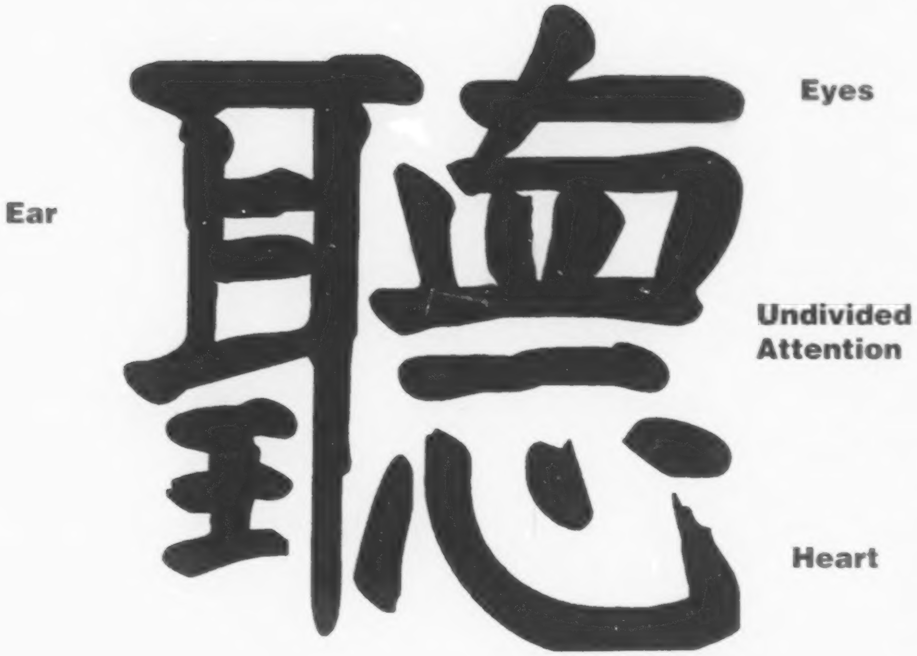
   Me:

   The other:

4. What approach or style would be best here (avoid, compete, collaborate, etc.)?

5. If I choose to try the collaborative conflict resolution process, what would be the best time and place to approach the other person?
   Time:

   Place:


Ear
Eyes
Undivided Attention
Heart

The Chinese characters
that make up the verb "to listen"
tell us something significant about this skill.

Validating Listening Responses

Ask ourselves:

(a) What does he see that I don't see?

(b) In what way might she be right?

(c) What would you notice if you believed this view?

(d) What are the values behind this point of view?

Say to the talker:

(a) Can you help me understand how you reached that conclusion?

(b) What experience have you had that has led you to feel this way?

(c) I can tell you feel very strongly about this.

Reframing

In the following statements, reframe the statement by finding either the positive or the interests.

1. Quit telling me how to do everything! You must really think I'm stupid.

2. She is a terrible person. She blabbed all the secrets I told her when we were friends.

3. Our program here has worked perfectly well for a long time. I don't know why you all feel you can just come in and change things.

4. Don't come near me. I'm too angry to talk right now.

5. You never listen to me.

6. He doesn't care at all about the integrity or history of this neighborhood. He just wants to look good in front of his boss.

Implementation of Conflict Resolution (CR) Strategies

1. What CR skill or concept do you think you will be able to use or practice right away in real life?

2. With whom or in what situations will this skill or concept be useful in your life?

3. In the situation you described above, what outcome do you hope for?

4. What will be the most difficult part of implementing CR skills or concepts into real life?

5. What could you do to make that less difficult?

6. What is a longer-term CR goal you would like to achieve over time?

7. What will be your next step toward achieving that goal?

Notes

Module III:

Strategies for Resolving Intragroup and Intergroup Conflict

Module III builds upon the material on personal and interpersonal conflict resolution material in Modules I and II. Module III provides concepts and tools to assist participants in working effectively and collaboratively within a group; e.g., as members of teams, committees, task groups, councils, and boards of directors. It also teaches particpants about conflicts that occur between groups and ways to encourage the collaborative resolution of such conflicts.

Activities in Module III cover:

- the benefits and challenges of working in groups
- how group process, group structure, and organizational support affect group effectiveness
- tools for planning and conducting effective meetings
- meeting facilitation techniques
- intergroup conflict escalation analysis
- behaviors to slow or reverse intergroup conflict escalation
- initial interventions into an intergroup conflict
- factors that affect the effectiveness of a third party intervenor
- AmeriCorps member role in intergroup conflict resolution

Effective Groups

Based on Roger M. Schwarz. The Skilled Faciliator: Practical Wisdom for Developing Effective Groups. *(San Francisco: Jossey-Bass, 1994).*

Characteristics of an Effective Group

- **Quality.** The services that the group delivers or products that the group makes meet or exceed the standards of the people who receive it, use it, or review it.
- **Continuity.** Group members maintain or enhance their capacity to work together on subsequent group tasks.
- **Contentment.** The group experience satisfies the personal needs of group members.

Elements that Contribute to Group Effectiveness

- **Group Process.** How the group gets things done:
  (1) *Communication:* the methods used by group members to share information with each other. Effective groups communicate in a way that conveys meaning accurately, uses fully the members' knowledge and skills, and maintains their motivation to perform their tasks.

  (2) *Problem solving:* the methods used by group members to define and address uncertainty, confusion, or challenge. Problem solving should be a systematic, step-by-step process, and all group members should be focused on the same step of the process at the same time.

  (3) *Decision making:* the methods used by group members to commit collectively to a conclusion or choice. Groups are most effective when group members feel personally responsible for the decisions that the group reaches.

  (4) *Conflict resolution:* the methods used by group members to raise and resolve their differences. Effective groups consider conflict a natural part of working together and use conflict to increase their understanding of one another. Members can share previously hidden thoughts and feelings, openly test differences of opinion, present their own views while accepting the validity of others' views, and disagree without retribution.

- **Group Structure.** How the group becomes organized over time.
  (1) Goals: measures of the group's progress. Goals should be clear enough for the group to know whether it is being successful and consistent with the mission and vision of the larger organization.

  (2) *Tasks:* activities conducted by group members. Tasks should be

designed to motivate group members; call for group members to use a variety of their skills; are a whole piece of work and "owned" by the group; generate a visible outcome with significant consequences; and are supported with regular and trustworthy feedback about group performance.

(3) *Membership:* who is a part of the group. Membership should be just large enough and stable enough to provide the mix of knowledge and skills needed to complete group tasks.

(4) *Roles:* specific tasks assigned to specific group members. Should be understood and agreed upon, and assigned and performed according to what's needed and group members' strengths.

(5) *Time:* sufficient for group members both to perform tasks well and evaluate their performance conscientiously.

(6) *Group Culture and Norms:* culture is the set of assumptions shared among group members about what is desirable (values) and what is true (beliefs). Norms are the shared expectations about which behaviors are right and which are wrong. Group and individual behaviors should be consistent with group culture and norms.

- **Organizational Context.** How the group is supported by its larger organization.

(1) *Mission and Vision:* why the larger organization exists (mission) and the future that the organization is trying to create (vision). They should be clear to and agreed-upon by group members.

(2) *Organizational Culture:* the set of values and beliefs that members of the larger organization share. The organizational culture should be supportive of the group.

(3) *Rewards:* both tangible and intangible acknowledgements of individual and group efforts and accomplishments. Rewards should be consistent with the group's objectives.

(4) *Feedback:* information from the larger organization about the group's performance. Feedback should be accurate, relevant to the group's objectives and enable the group to improve.

(5) *Resources:* Groups should have access to the technology, materials, training, and information that they need to perform their work.

(6) *Physical Environment:* the space and locations provided to group members to do their work. The physical environment should balance group members' needs for coordination and privacy.

Notes

Meetings

Based on Michael Doyle and David Straus, How to Make Meetings Work (New York: Jove Books, 1976).

Five Criteria For A Good Meeting:

- Participants concentrate on one subject at a time.
- Participants follow clear and agreed upon methods for communicating, solving problems, making decisions and resolving conflicts.
- Conversation is open to all meeting participants and participation is balanced among them.
- Roles are clearly defined and agreed upon.
- People and their ideas are protected from attack.

Why Have A Meeting?

- To get advice from a group.
- To solve a problem or make a decision.
- To clarify an issue.
- To resolve problems that involve different groups.
- To determine if there is a problem within or among groups and, if so, who should be responsible for dealing with it.

When Not To Have A Meeting...

- There is inadequate data or poor preparation.
- Something could be communicated better in a private conversation or writing.
- The outcome has already been determined by others.
- The subject is trivial.
- There is more anger or hostility than can be handled effectively in a group setting.

Notes

Group Problem-Solving Process

Based on Doyle and Straus, How to Make Meetings Work *and Don Koberg and Jim Bagnall,* The Revised, All New Universal Traveler *(Los Altos, CA: William Kaufmann, Inc, 1981).*

Step 1: Share Perceptions

- Explain what you see and how you feel.
- Listen to other people's perceptions of the situation.
- Assure people that it's OK to call attention to problems.
- Ask other group members how they feel and what they see.
- Discuss the worst, best, and most probable outcomes of dealing with the problem.
- Discuss who's responsible for the problem; ask who else should be involved.

Step 2: Understand the Problem

- Ask for details about the situation: who, what, when, where, how, and why.
- Break the problem into smaller parts.
- Diagram the problem.
- Clarify key terms.
- Discuss: What's keeping the problem from getting worse? From getting any better?
- Ask an expert.

Step 3: Define the Problem

- State the problem as an open-ended question: "How to..."
- Identify the needs of people affected by the problem.
- Clarify what is most important about the problem for everyone.

Step 4: Invent Options

- Brainstorm.
- Research what others have done.
- Ask people with no stakes in the issue for new ideas.

Step 5: Evaluate Options

- Compare the options to your problem definition.
- Discuss advantages/disadvantages of options.
- Generate and apply criteria.
- Rank-order the options.
- Sort individual options into categories.

Step 6: Make a Decision

- Consensus: "Everybody seems to like Solution A; is that the way we will go?"
- Combine alternatives instead of choosing.
- Improve alternatives to make them more acceptable.
- Create a new alternative from the strengths of the existing options.
- Eliminate the least popular alternatives.
- Agree to abide by the outcome of a vote.
- Agree to delegate the decision (to a subcommittee or an expert).

Preventions and Interventions for Effective Group Problem Solving

Based on Doyle and Straus, How to Make Meetings Work.

1. Joint Focus on Content

- Get group agreement in advance on desired outcomes & agenda.
- Get agreement in advance to keep the discussion focused.
- Summarize and confirm agreements and next steps.
- Keep agenda in view during the meeting.
- Record meeting discussion on newsprint and keep in view.
- Check your perceptions: "It sounds to me as if we're off our topic; what do you think?"
- Remind group of the subject they agreed to discuss.
- Ask group to defer new issues to an agreed upon time.
- Record new issue on newsprint to assure it has been understood and can be addressed later.
- If necessary, renegotiate the meeting agenda.

2. Joint Focus on One Process

- Educate the group about possible processes.
- Get agreement on process, before proceeding.
- Check your perceptions: "It looks to me as if we are no longer following our process; what do you think?"
- Remind group of the process they agreed to use.
- Ask group to try one approach: "...if it doesn't work, then we can try something else."
- Offer a suggestion on how to proceed.
- If necessary, renegotiate the process.

3. Open and Balanced Conversation

- Set up the room to enhance open communication.
- Get agreeement on explicit and ground rules in advance.
- Keep the ground rules in view during the meeting.
- Listen.
- Be positive to encourage participation.
- Thank people for contributing ideas.

- Check your perceptions: "I think Jimmy just got cut off."
- Establish a queue when several people want to speak.
- Ask for perspectives that are different from those already expressed.
- Go around the room asking each person to speak.
- Ask the quieter people what they think.
- Ask people who speak a lot to give others a chance.

4. Roles Clearly Defined and Agreed Upon

- Establish shared group expectations for the tasks associated with key meeting roles: group member, observer, time-keeper, chair, convenor, resource person, facilitator, recorder.
- Get individuals' commitment to fulfill specific roles.
- Get agreement that people will remain in their roles.
- Keep role definitions in view during the meeting.
- Establish a clear and agreed-on process for rotating some roles.
- Check your perceptions: "I thought Martha was here as an observer, but I see her participating in the discussion."
- Offer reminders when people step out of role.
- Ask the group to clarify questions about roles if they arise.

5. People and Their Ideas Protected from ATTACK

- Stay calm and courteous.
- Get agreeement on explicit and ground rules in advance.
- Keep the ground rules in view during the meeting.
- Record ideas on newsprint without attribution.
- Acknowledge people's feelings when they are expressed.
- Check your perceptions: "Roy, are you OK? It looks to me like you're upset."
- Diffuse intense emotions by looking with interest at the speaker, accepting their feelings as legitimate, paraphrasing to ensure you understand. (Do not minimize, change the subject, joke, or try to resolve their feelings. Continue problemsolving when people are calm.)
- Ask for breaks/caucuses.

Facilitator's Guide

Based on Doyle and David Straus, How to Make Meetings Work.

1. Facilitator's Role

- Manages the meeting process
- Gets permission to serve the group; "it's their meeting"
- Helps group discuss one topic at a time
- Suggests ways to approach a problem
- Helps group follow one process at a time
- Protects people and ideas from attack
- Serves as traffic cop when several people want to speak at once
- Remains impartial with respect to outcome and content
- Does not contribute own ideas, perceptions, facts
- Does not evaluate others' ideas
- Works collaboratively with the recorder
- Accepts feedback from group members and recorder

2. Meeting Preparation

Facilitator should consult with group members in advance to develop meeting objectives, agenda, and ground rules. At the start of the meeting, the facilitator proposes the objectives, agenda, and ground rules for group adoption or revision. During the meeting, the objectives, agenda, and ground rules may be renegotiated if group members determine that they are not working well.

- **Meeting Objectives** - a clear and concise statement of the tangible results or products that the group wants from the meeting. Examples:
  1) Agreement on who will do what to resolve this conflict.
  2) A list of concerns about the proposed personnel policy.
  3) A plan for training managers in communication skills.

- **Meeting Agenda** - serves multiple purposes before, during, and after the meeting:
  1) A meeting planner's guide to help structure activities under each meeting objective.
  2) A tool for allocating limited meeting time across necessary group tasks.
  3) A checklist to ensure that roles are assigned and understood.
  4) Advance notice so people can prepare and will know what to expect from the meeting.

5) A "road map" for meeting participants to follow during the meeting.
6) An outline for organizing the meeting minutes.

Agenda has four components (see Meeting Plan, pp. 57-58, for example):

1) What issues will be discussed (content).
2) How the group will address the issue (process).
3) Who is responsible (for introducing a topic, making presentations, etc.).
4) How long each item will take to accomplish.

- **Ground Rules** - shared expectations about individual behaviors and overall meeting context. *For maximum group buy-in (although more time-consuming), facilitator can have group generate a list of proposed ground rules and then group can narrow them down to those on which there is consensus. When time is at a premium, facilitator can present a proposed list of ground rules, and ask group to add to or change the list as necessary, before asking the group to adopt them.* Examples:
  1) One speaker at a time.
  2) Keep to task and topic.
  3) Be concise.
  4) Listen attentively.
  5) Everyone participates, nobody dominates.
  6) Honor time limits.
  7) It's OK to disagree.
  8) Attack the problem, not the person.
  9) Decide by consensus.
  10) Hold others' personal stories confidential.
  11) Take no phone calls, allow no interruptions.
  12) Meetings will be open to anyone who wants to attend.

3. Meeting Overview and Explanation of Facilitator's Role

"My name is [ ]. I've been asked to be your facilitator today. In that role I'll be helping you to accomplish your meeting objectives, use your time efficiently, and have a pleasant meeting. In order to do this, I'll need your help in four areas.

"First, if I am to help you to accomplish your meeting objectives, I need your help in knowing what those objectives are. Here is a set of proposed objectives for the meeting (post proposed meeting objectives). Any questions about what they mean? Is this an appropriate set of objectives for your meeting today?

"Second, if I am to help you to use your time efficiently, I need your help on a plan for allocating the meeting time. (Post the proposed meeting agenda). Any questions about anything on the proposed agenda? Is this an agenda you're willing to follow for this meeting?

"Third, if I am to help you to have an effective meeting, I need for us to agree on what that means. Here is a set of proposed ground rules that we could use. (Post proposed ground rules). Any questions about the meaning of any of these proposed ground rules? Are there any other ground rules you would like to propose? So, is this the set of ground rules we will use for this meeting? As your facilitator, may I point it out to you if I think you are forgetting your ground rules or losing sight of your objectives or not using your time well?

"Finally, I need your help in keeping me in my role and ensuring that I am being an asset to the group. As facilitator I am not to share my ideas on the subjects you are going to be discussing today. I might offer process suggestions, but I am to be neutral with respect to content. So if I start getting involved in the content of your conversation, let me know; if my interventions are slowing the group down, let me know; if you think we're moving too fast, let me know.

"This is your meeting and I am here to assist you. If at any time I do or say anything that is confusing or appears manipulative or counterproductive, please, let me know and we will make whatever corrections we need to get us all back on track.

"The same holds true for any recording I might do on these newsprint pages. If I overlook something important or add something that does not belong, please let me know so we can correct the record right away.

"Any questions? OK, then let's get into your meeting. The first item of business is..."

4. Some Methods for Meeting Evaluation

- **"Plus/Delta":** Solicit ideas on what people liked about a meeting and what aspects they would want to do differently next time (delta is the Greek letter used by scientists as a symbol for difference and change). List comments on newsprint. Discuss only after all have had a chance to offer ideas. Can be done as a final agenda item or at an interim (e.g., midpoint) part of a meeting.
- **Structured Evaluation:** Ask participants to rate the meeting on specific criteria important to the group. Have participants write their responses on forms prepared in advance, then share and discuss with the full group.
- **Observer:** Invite someone to observe the group's problem-solving meetings. Ask for general observations or for feedback on specific areas of concern. Receive and discuss the feedback in full group or privately with the observer.

5. Putting It All Together: A Sample Meeting Plan

Meeting Plan

Prepared by facilitator Marcus Focus and meeting planning group, Sally Smith, Allie Jones, Wally Wingnut, and Billie-Jean Frappe

Date: June 1, 1995
Time: 4:30 - 9:00
Site: Senior Center
Invitees: All agency volunteers and staff

Proposed Objectives for June 1:

Participants at the meeting will have an opportunity to:

1. Share expressions of appreciation for the positive aspects of the agency and for the different ways in which people are serving the agency's clients.
2. Begin clarifying the purposes, composition and membership-selection process for the Board of Directors and each of the three Services.
3. Develop a simple set of principles to help all agency participants practice good communication, meaningful involvement, and effective conflict resolution.

Proposed Meeting Ground Rules:

1. One speaker at a time.
2. Listen attentively.
3. Keep to the agreed-upon task and topic.
4. Honor time limits.
5. It is OK to express disagreement...
6. ...but do so with respect for the other person.
7. Decide together.

Proposed Agenda

4:30 Early arrivals

- Cookies and soft drinks available for people who would like to mingle before the meeting begins.

5:00 Welcome (5 minutes) by Sally Smith, Chair of the Board of Directors

- Ice Breaker/Who's Here? (10 minutes), led by the Facilitator
- Meeting Overview (15 minutes). Presentation by the facilitator of objectives, agenda, and groundrules for revision/adoption by all.

5:30 Different Ways to Serve our Clients

- Discussion (20 minutes) in triads with people you do not know very well:
    1) Learn each other's full names.
    2) Find out how each of you currently serve the agency's clients.
    3) Find out what each of you like the most about your experiences with the agency. What do you like the least?
    4) Find out why each of you puts your efforts into the agency.
- Group Discussion (40 minutes) to identify what people learned from one another in their small groups.

6:30 Dinner Break (20 minutes)

6:50 Current Governance Structure

- Three minute presentations each (15 minutes): Sally, Maurice, Paul, and Joaquin.
- Facilitated question/answer session (40 minutes): to clarify the existing governance structure and roles of the different parts.

7:45 Principles

- Discussion by all (20 minutes): How will we recognize our key values [good communication, meaningful participation, and effective conflict resolution] in the behavior of others when they are being practiced? What are we individually willing to do to ensure that we are acting consistently with these values?

- Brainstorm (20 minutes): Given the behaviors we expect in others and those we're willing to practice ourselves, what general principles could we use to clarify our shared commitment to these three values?

- Evaluate ideas (20 minutes): Select those that appeal to all. (If necessary, the meeting planning group will take what's generated and attempt to develop a synthesis by the next monthly meeting)

8:45 Meeting Evaluation (Plus/Delta)

9:00 Adjourn

A Guide for "Initiating Intervenors" in Intergroup Community Disputes

The scope and questions below were drawn from David Godschalk et al., Pulling Together: A Planning and Development Consensus-Building Manual (Washington, DC: Urban Land Institute, 1994).

The Role

The "initiating intervenor" helps start a collaborative process for groups in conflict. Although not a mediator or facilitator, s/he makes a positive contribution by talking with some or all of the stakeholders about the conflict and about options they might have for conflict resolution. Initiating intervenors should have basic skills in and knowledge about interpersonal conflict resolution (such as those taught in Modules I and II), community conflict escalation, and effective group problem solving (Module III Section A, and III B, Activity 1).

The Scope

The initiating intervenor helps parties think objectively about:

- the other stakeholders;
- the issues and interests most relevant to the conflict;
- the positions that they and the other stakeholders have taken;
- alternative outcomes (best, worst, and likely) if no consensus is reached; and
- participation in a dispute resolution process with the other stakeholders.

Questions to Raise and Discuss with the Parties

1. Questions about the Stakeholders
    - (a) Whose involvement would be central to making any solution in this situation work (groups or individuals)? Who are the leaders of the groups that need to be involved? Who do others consider to be influential? Who has participated in similar decisions in the past?
    - (b) Whose involvement might be less central, but still has some indirect influence on the situation (and so should be kept informed or be invited to observe or participate in general public participation meetings, etc.)?
    - (c) What kind of relationships do the groups or parties have with one another? Can they build on successful past relationships? Can they resolve any issues from the past now, in order to be better able to address today's situation? Do the parties have an interest in a good future relationship which might serve as an incentive to deal productively with today's issues? Which parties need which other parties to achieve their goals?

2. Questions about the Issues
   - (a) Which issues are the most important to you in this conflict? Which do you think are most important to the other stakeholders? What positions are you taking/have you taken on those issues? What are the positions of the other stakeholders?
   - (b) What interests underlie your position in this conflict? What do you think are the interests underneath the other stakeholders' positions?
   - (c) Do you see any overlap in interests underlying your and the other stakeholders' positions?
   - (d) How could you reframe the situation away from a win/lose contest and toward a mutually advantageous effort to get interests met (e.g., "how could our groups get both x and y")?

3. Questions about the Incentives to Collaborate
   - (1) If no consensus can be reached in this conflict, what is the best outcome you can imagine? What is worst outcome you can imagine? What outcome is most likely in the absence of a consensus?
   - (2) What will happen if you and the other stakeholders are not all ultimately satisfied?

4. Questions about the Feasibility of Collaboration
   - (a) Can legitimate representatives be found for the different groups?
   - (b) Is the most likely alternative to collaboration unacceptable to the key players?
   - (c) What deadlines exist, and is collaboration realistic within them? Can they be changed?
   - (d) Can the dispute be framed so that it does not focus primarily on inviolable values (issues on which the parties cannot or will not move)?

Intervenor Effectiveness

1. What interests do you have in the dispute and the related issues? How are you affected (personally, professionally, family) by the current situation and any possible changes that might occur in the situation? How might this help your role as intervenor? How might it hinder your role?

2. What is your current relationship to each of the parties? How might the different parties perceive your relationship to themselves and to the others? How might this help your role as intervenor? How might it hinder your role?

3. What kind of reputation do you have with the parties? For what accomplishments and traits are you known by them? How might this help your role as intervenor? How might it hinder your role?

4. What expertise do you have in the issues under dispute? How do the parties see your expertise in the issues? How might this help your role as intervenor? How might it hinder your role?

5. What authority do you have with respect to the parties, the issues or the forums in which the dispute may play out? How might this help your role as intervenor? How might it hinder your role?

6. What other attributes can you think of that might help or hinder your role as intervenor in this dispute?

Homework

1. This first task should be done with one or more co-workers or friends. Participants play the roles of one or more of the parties in a community dispute, as well as an intervenor.
   (a) What would you as an intervenor say to each of the parties privately to foster their participation in a collaborative process?

   (b) What points of resistance can you anticipate, and how would you respond?

2. Write a draft of a letter to one or more of the parties to foster their participation in a collaborative process.

3. Ask the friends or co-workers who played the roles of the parties in #1 above to review and suggest improvements to the letter. Redraft the letter in light of their comments.

Resource Organizations

Academy of Family Mediators (AFM)
4 Militia Drive, Lexington, MA 02173; 617/674-2663; fax 617/674-2690

AFM is an educational organization devoted to professional development and public education about family mediation. Membership includes a quarterly newsletter, and discounts on professional insurance, trainings, and publications. AFM has an extensive publications list.

Alternatives to Violence Project (AVP)
15 Rutherford Place, New York, NY 10003; 212/477-1067

AVP provides education in the area of conflict resolution, alternatives to violence, and personal empowerment to people in prison. AVP offers train-the-trainers training and consultation for groups around the country who want to do this work.

American Arbitration Association (AAA)
1730 Rhode Island Avenue, NW, Suite 512, Washington, DC 20036; 202/331-7073

The AAA promotes use of voluntary dispute resolution. Its 35 regional offices have a pool of 54,000 trained mediators/arbitrators to assist in a wide variety of topics. The AAA publishes Arbitration Journal and various technical publications to increase public knowledge about dispute resolution.

American Bar Association (ABA), Section on Dispute Resolution
740 15th Street, NW, Washington, DC 20005; 202/662-1680; fax 202/662-1032

The ABA sponsors more than 400 dispute resolution programs nationwide. It provides a clearinghouse for information on mediation, and has a program that encourages law offices to adopt local schools to assist them in implementing mediation programs. Among its publications is the American Bar Association Dispute Resolution Program Directory, 1993.

Association of Family and Conciliation Courts (AFCC)
329 Wilson Street, Madison, WI 53703; 608/251-4001

AFCC was established in 1963 to assist the judicial process with improved family court services, and to maintain professional and ethical standards within these services. It publishes a quarterly journal and newsletter, along with various educational materials concerning family, divorce, and domestic relations issues. The membership consists of approximately 1200 judges, lawyers, mediators, evaluators, mental health professionals, academics, and others who work in the field of domestic relations. AFCC holds annual and regional conferences.

Center for the Study and Prevention of Violence (CSPV)

University of Colorado at Boulder, Campus Box 442, Building #9, Boulder, CO 80309; 303/492-1032

CSPV was founded in 1992 to build an interdisciplinary foundation for understanding and preventing violence.

Children's Creative Response to Conflict (CCRC)

P.O. Box 271, Nyack, NY 10960; 914/358-4601

CCRC provides conflict resolution skills to those who work with young people, such as teachers and parents. Though it is not a membership organization, CCRC has 20 branches that provide various programs, including mediation, bias awareness training, cooperation, communication, affirmation and conflict resolution. Various curriculum materials are also available.

Community Relations Service (CRS)

Martin A. Walsh, U.S. Department of Justice, 5550 Friendship Blvd., Chevy Chase, MD 20815; 301/492-5929

CRS provides technical assistance in preventing violence and conflict in schools. CRS has developed programs to assist school systems and communities, including "The Management System for School Disruption and Violence," Student Conflict Resolution Teams, Student Problem Identification/Resolution Program, and Conflict Management and Cultural Awareness Training for staff.

Conflict Resolution Center International, Inc. (CRCII)

2205 East Carson St., Pittsburgh, PA 15203-2107; 412/481-5559; fax 412/481-5601; e-mail: crcii@igc.apc.org

CRCII is a resource center to those who work within the conflict resolution field, and to those who are in search of alternative dispute resolution. CRCII maintains a resource database listing various types of conflict resolvers by fields of experience and location. There are 500 dues-paying members, with approximately one-third of the membership from 48 other countries. CRCII publishes the quarterly newsletter Conflict Resolution Notes, and has an extensive computer-catalogued library of conflict resolution materials accessible by phone, fax, e-mail or regular mail.

CONFLICTNET

18 De Boom Street, San Francisco, CA 94107; 415/442-0220; fax 415/546-1794; e-mail: jrhelie@igc.apc.org

CONFLICTNET is a computer network founded in 1989 to assist in the exchange of information and resources in the area of conflict resolution through computer access. CONFLICTNET facilitates information exchange through e-mail, on-line databases, electronic conferences, and on-line community. It can be accessed through Internet.

Council of Better Business Bureaus, Inc., ADR Division
Robert Davis, Director of Operations, ADR Division, 4200 Wilson Blvd., Suite 800, Arlington, VA 22203; 703/276-0100; 800/334-2406; fax 703/276-0634

The BBB is a public service agency designed to protect consumers. It strives to solve dispute between companies and consumers through mediation or arbitration. The ADR Division provides training in arbitration and mediation. Several BBBs also operate dispute resolution centers in local communities.

Educators for Social Responsibility (ESR)
23 Garden Street, Cambridge, MA 02138; 617/492-1764; fax 617/864-5164

ESR is a national teachers' association that offers curricula and professional development in the socially significant controversies of the nuclear age, including conflict resolution, and seeks to make social responsibility an integral part of education. Services and resources include training, newsletter, curricula, and other publications.

Mennonite Conciliation Service (MCS)
21 South 12th Street, P.O. Box 500, Akron, PA 17501-0500; 717/859-3889; fax 717/859-3875

MCS is an organization of Mennonite conciliation practitioners who approach conflict resolution from a Christian peacemaking perspective and provide conflict resolution resources to anyone. MCS publishes a quarterly newsletter and other publications, and provides mediation and group conflict intervention training.

National Association for Community Mediation (NAFCM)
1726 M Street, NW, #500, Washington, D.C. 20036; 202/467-6226; fax 202/466-4769; e-mail: nafcm@igc.apc.org

NAFCM's purpose is to support the maintenance and growth of community-based mediation programs and processes; to present a compelling voice in appropriate policy-making, legislative, professional, and other arenas; and to encourage the development and sharing of resources for these efforts. Membership includes a quarterly newsletter and a monthly update which includes community mediation news, funding information, and resources.

National Association for Mediation in Education (NAME)
1726 M Street, NW, #500, Washington, D.C. 20036; 202/466-4764; fax 202/466-4769

NAME promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula. It is a national and international clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution in education. Membership includes a bimonthly newsletter. NAME also sponsors an annual conference, and has an extensive publications list.

National Center for Mediation Education

1160 Spa Road, Suite 1-B, Annapolis, MD 21403; 301/261-2444;
fax 410/974-8888

The Center was founded to refine the structured mediation model developed by O.J. Coogler and to provide quality training in mediation to professionals in both public and private settings.

National Coalition-Building Institute (NCBI)

1835 K Street, NW, Suite 715, Washington, DC 20006; 202/785-9400;
fax 202/785-3385

NCBI is a national organization committed to building coalitions and reducing prejudice in a variety of workplaces. NCBI works with businesses, universities, schools, and other groups, and sponsors three institutes every year on conflict mediation and prejudice reduction.

National Conference on Peacemaking and Conflict Resolution (NCPCR)

George Mason University, 4400 University Drive, Fairfax, VA 22030-4444;
703/934-5140; fax 703/934-5142

NCPCR is a non-member organization which sponsors international conferences where individuals working and researching conflict resolution processes in a variety of areas and settings can exchange ideas and develop new projects.

National Crime Prevention Council (NCPC)

1700 K Street, NW, Second Floor, Washington, DC 20006-3817; 202/466-6272;
fax 202/296-1356

NCPC is an organization whose mission is to enable people to prevent crime and build safe, more caring communities. NCPC publishes books, brochures, program kits, and other materials, and operates demonstration programs, especially in community and youth issues.

National Institute for Citizen Education in the Law (NICEL)

1717 Massachusetts Avenue, NW, Washington, D.C. 20036; 202/546-6644

NICEL is a project of the Consortium of Universities of the Washington, DC metropolitan area. Since 1975, NICEL has developed innovative educational programs aimed at empowering young people through the study of law-related education (LRE). Through LRE, students learn about laws, the legal system, and their rights and responsibilities. NICEL has developed curriculum materials which help students become involved in community crime prevention efforts.

National Institute for Dispute Resolution (NIDR)

1726 M Street, NW #500, Washington, DC, 20036; 202/466-4764;
fax 202/466-4769

NIDR facilitates the synthesis of ideas drawn from practitioners and research in dispute resolution and translates them into improvements in the field through grant-making and technical assistance. NIDR publishes the periodical Forum and a bimonthly newsletter, and has an extensive publications list.

National MultiCultural Institute (NMCI)

3000 Connecticut Avenue, NW, Suite 438, Washington, DC 20008-2556; 202/483-0700; fax 202/483-5233

NMCI is a non-profit organization founded in 1983 to improve understanding and respect among people of different racial, ethnic, and cultural backgrounds. NMCI organizes three conferences a year, offers diversity training and consulting, develops educational resource materials, and maintains a mutlilingual mental health counseling and referral service.

National Peace Foundation

1835 K Street, NW, Suite 610, Washington, D.C. 20006; 202/223-1770

The National Peace Foundation was formed in 1982 as the educational affiliate of the National Peace Academy Campaign. The Campaign was founded as a public service organization with the objective of establishing a federally-chartered educational institution dedicated to peacemaking and conflict resolution. The Foundation was established to develop educational programs to promote public understanding of the need for the Peace Academy. The Foundation publishes a newsletter, the Peace Reporter, and a bibliography of literature on international peacemaking and conflict resolution. It also provides international conflict resolution training programs.

Prisoner and Community Together (PACT) Institute of Justice

254 S. Morgan, Valparaiso, IN 46383; 219/462-1127; fax 219/477-4125

PACT operates numerous alternatives to incarceration programs in northern Indiana, including victim-offender mediation and community corrections. It also has an extensive resource center with publications, information, research, technical assistance, and training in the areas of restorative justice.

Program For Community Problem-Solving (PCPS)

915 15th Street, Suite 600, Washington, D.C. 20005; 202/783-2961

PCPS helps community leaders nationwide enhance their abilities to "get things done" with collaborative decision-making tools in activities such as long-range planning, service delivery, conflict resolution, program implementation, and problem solving. PCPS strives to help communities empower themselves and develop a civic culture that nurtures and supports inclusive, collaborative decision-making processes.

Society for Professionals in Dispute Resolution (SPIDR)

815 15th St. NW, Suite 530, Washington, DC 20005; 202/783-7277; fax 202/783-7281

SPIDR is an international organization, with local chapters and special interest sectors, which promotes the use of all types of third party neutrals and all sectors of practice. SPIDR sponsors annual, regional, and topical conferences. Membership includes the quarterly newsletter, a Job Line, discounted professional liability insurance, and discounts on publications and SPIDR conferences.

Victim-Offender Mediation Association (VOMA)

c/o St. Vincent de Paul Center for Community Reconciliation, 777 S. Main Street,
Suite 200, Orange, CA 92668; 714/836-8100; fax 714/836-8585

VOMA facilitates the exchange of information among victim-offender mediation programs around the world through its newsletter, publications, and conferences. It also develops guidelines for program management and standards of practice, and advocates for public policies which enhance opportunities for restorative justice in general and victim-offender mediation specifically. Membership includes a quarterly newsletter and conference discount.

Vigorous InterventionS In Ongoing Natural Settings (VISIONS)

545 Concord Ave., Suite #1, Cambridge, MA 02138; 617/876-9257;
fax 617/876-5118

VISIONS is an international nonprofit organization, founded in 1984, that provides multicultural services in the areas of consultation and training, organizational assessment and development, technical assistance, and psychotherapy. VISIONS defines multiculturalism as the process of recognizing, understanding, and appreciating our own racial and cultural heritage, as well as that of others. The organization's mission is to eliminate all forms of "ism"s and Internalized Oppression. VISIONS works with all sectors of society.

Resource Publications Sources

Children's Creative Response to Conflict
P.O. Box 271, 521 N. Broadway, Nyack, NY 10960-0271; 914/353-1796; fax 914/358-4924

Committee for Children
172 20th Avenue, Seattle, WA 98122; 800/634-4449; fax 206/343-1445

Community Board Program
1540 Market Street, Suite 490, San Francisco, CA 94102; 415/552-1250; fax 415/626-0595

Grace Contrino Abrams Peace Education Foundation
3350 Biscayn Blvd., Suite 400, Miami, FL 33137; 800/749-8838

Harvard Law School Program on Negotiation
513 Pound Hall, Cambridge, MA 02138; 617/495-1684

Mediation Network of North Carolina
P.O. Box 241, Chapel Hill, NC 27514-0241; 919/929-6333; fax 919/967-1886

National Conference on Peacemaking and Conflict Resolution (NCPCR)
George Mason University, 4400 University Drive, Fairfax, VA 22030-4444; 703/934-5140; fax 703/934-5142

National Institute for Dispute Resolution (NIDR)
National Association for Mediation in Education (NAME)
1726 M Street, NW #500, Washington, DC, 20036; 202/466-4764; fax 202/466-4769

New Mexico Center for Dispute Resolution
620 Roma NW, Albuquerque, NM 87105; 505/247-0571; fax 505/242-5966

Ohio Commission on Dispute Resolution and Conflict Management
77 South High Street, 24th Floor, Columbus, Ohio 43266-0124; 614/752-9595

Wilmington College Peace Resource Center
Pyle Center Box 1183, Wilmington, OH 45177

Resource Books

Interpersonal Conflict Resolution/Communication

Adler, Ronald and N. Towne. *Looking Out/Looking In: Interpersonal* Communication. New York: Holt, Rinehart and Winston, 1981.

Anderson, Kare. *Getting What You Want: How to Reach Agreement and Resolve Conflict Every Time.* New York: Dutton, 1993.

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Scott, Gini Graham. *Resolving Conflict: A Guide to Resolving Your Conflicts With Others & With Yourself.* Oakland, CA: New Harbinger, 1990.

Tavris, Carol. *Anger: The Misunderstood Emotion.* New York: Simon and Schuster, 1982.

Umbreit, Mark S. *Mediating Interpersonal Conflicts: A Pathway To Peace.* West Concord: CPI Publishing, 1995.

Ury, William. *Getting Past No: Negotiating Your Way from Confrontation To Cooperation.* New York: Bantam Books, 1991.

Walten, Richard. *Interpersonal Peacemaking: Confrontations and Third Party Consultation.* Reading, MA: Addison Wesley, 1969.

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